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ABSTRACT

This handbook is designed as a resource or guide for volunteers teaching English as a Second Language (ESL) to non-English-speaking adults. The first chapter discusses ESL students' needs and goals. Basic characteristics and attitudes of ESL students are noted, including the specific cultural traits of the following language groups common in the Philadelphia area: Arabic, Chinese, Farsi, Russian, Vietnamese, and West African. Suggestions for defining student goals and needs and for selecting instructional materials are also offered. The second chapter looks at some basic principles of ESL teaching, including: the elements of language, the functional approach, choosing situations and topics, the progression from controlled to free language practice, mechanical and communicative exercises contrasted, and general teaching tips. Chapter 3 addresses specific language skill areas, including: listening/speaking skills, pronunciation, and reading/writing skills. Instructional principles, activities, and techniques are presented for each. A worksheet for planning lessons is also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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NATIONALITIES SERVICE CENTER

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FOR

THE MAYOR'S COMMISSION ON LITERACY

A HANDBOOK FOR VOLUNTEER ESL INSTRUCTORS

1988

FL800297

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Introduction

This handbook has been developed and compiled by the Nationalities Service Center for the Mayor's Commission on Literacy. Its intent is to provide a resource or a guide for volunteers teaching English as a Second Language to non-English speaking adults.

Various instructional sources were used in this compilation. Any specific publication that was used is cited and acknowledged on the appropriate page.

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STUDENT'S NEEDS AND GOALS

The Adult ESL Student

The people of all nationalities studying English as a Second Language (ESL) come for various reasons including job searching, personal growth or obtaining U.S. citizenship. The fact that they are adults and non-English speakers creates two important areas of concerns which the volunteer must deal with.

As adults, ESL students come with a wide variety of experiences and knowledge which enchance their learning. Volunteers need to take advantage of this in selecting materials, topics or themes to base activities on. Adult students are not "old children" although their lack of English skills creates a new, often difficult to accept, dependancy on others. Able to assume responsibility for their learning, and finding solutions to daily living conflicts here, these students need to see immediate application of their newly acquired language skills. Volunteers need to use materials and activities that relate to "real life".

Being speakers of foreign languages, whether American citizens, such as Puerto Ricans, refugees or immigrants, ESL students need exposure to American culture. Volunteer tutors are often the first contacts these people have with English speakers. Tutors need to be aware first of all of the importance of culture in teaching a language, how we introduce and greet each other for example, secondly of American cultural attitudes towards relationships: friendships, male and female roles, boss and employee relations, and finally of the crisis involved in adapting to a foreign culture.

"Culture shock" refers to the overwhelming feelings of exposure to new sights, sounds, smells coupled with loss of a familiar support group, limited job possibilities and change of roles as a self-assured individual becomes uninformed and dependant. All foreigners go through this to different degrees. Depression, lack of interest or initiative and loneliness signs. Contact with people and involvement in activities help students overcome it.

Post Traumatic Stress Syndrome (PTSS) is another issue that volunteers should be aware of. Immigrants or refugees coming to the States after exposure to severe or prolonged periods of stress in their own countries have a tendency to have low levels of concentration, forgetfulness, sleep disturbances or "survivors guilt". Volunteers ARE NOT counselors, but supervisors should be alerted so proper help can be gotten. Direct confrontation or discussion with students is NOT characteristic of all cultures and may not be helpful.

Stereotyping and judging others cultures is something we all are guilty of. We need to be aware that we are all products of different cultures. Customs we take for granted are not the same as those in other countries and our own values should not be pushed on our students. Our ways are no more "right" than theirs and trying to change century old traditions for our convenience is impossible. Being sensitive to a student's background and his reaction to our culture enhances teaching success. Misunderstandings may come up in class so being familiar with the student's country and culture is beneficial. Show an interest in his country and ask questions. Incorporating this into class lessons make good.

Teaching American customs is important in order to avoid embarrassing situations for ESL students and miscommunication with them. Don't be afraid to correct a students behavior in a positive, friendly manner. Be sure that when teaching language, situations and social implications are clear as they vary among cultures. Non-verbal communication is important here, too. Gestures, facial expressions, eye contact, must also be understood to communicate effectively.

To reduce problems in communication:

1. Be sensitive to the student. Understand where "he's coming from."
2. Ask for feedback. Create the opportunity to react.
3. Listen actively - not by making an interpretation. Paraphrase.[1]

As many language groups are represented in the Philadelphia area, a brief description of cultural differences and attitudes of some of them follows.

Arabic - Literacy is highly reguarded and the teacher very respected. Written language is revered, there is an extreme dislike of "colloquial" language, considered slang or worse. Teachers may meet strong resistance. Informal teaching approaches often cause difficulties for students used to grammar-based school lessons. Female teachers should be aware of possible conflicts when dealing with male students in terms of dress, authority, competence, and socializing. Teachers should keep a professional image and dress carefully. An older, more mature, motherly figure will have fewer problems.

Chinese - A high value is placed on learning in China. Pupils are usually industrious and tend to work too hard. "Fun" activities need explaining to show their validity as students may not take the work to be conducive to proper learning. Teachers are highly respected as being knowledgeable and authoritative. Students tend not to argue or voice opinions as much as Europeans. Memorization is an important mode of learning causing students to spend less time actually practicing.

Farsi - The majority of this group in ESL classes are Iranians. They are accostumed to a formal education system, emphasis on formal literacy language and rote learning. Colloquial spoken forms and simple clear writing are difficult for Iranians to accept. They expect teachers to be authoritarian. Tests and quizzes are given regulary and examinations and grades taken seriously. As natural communicators, communicative methods, introduced with care leads to rapid development of listening/speaking skills. Incorporate this into formal methods of drilling, rote learning and regular testing. Some students may have very anti-western attitudes. They may show hostility towards materials showing boy/girl relationships, fashion, reference to alcohol. Hostility to women teachers may be felt even with social changes.

Russian - Learning a foreign language is part of Soviet secondary education , prodominantly English. Communicative methods are used widely with an emphasis on oral skills. They are experienced language learners and are generally enthusiastic about taking lessons.

1. Literacy Volunteers of America, Inc. English as a Second Language Tutor Training Workshop. 1980.

Vietnamese - Few problems arise in dealing with Vietnamese students. Most are familiar with "Westerners", either French or American. They are usually found to be friendly, cheerful, well-behaved, intelligent and very eager to learn.

West African - Students may have exposure to British English: vocabulary, pronunciation, structure. Having learned English in their own culture, it has been adapted to suit their own purposes. West African languages are rich in proverbs and colorful sayings which makes this area, including idioms attractive to them in English. Reading is done for educational or self-improvement purposes at a slow pace, and with excessive use of a dictionary, making selection of reading materials difficult. Students are often totally unfamiliar with European objects attitudes, and interests.[2]

Defining Goals and Needs

ESL students will all have different reasons for coming to class. Some need to find jobs, others want to make friends, and others will want to learn about culture. Students might have intentions of going to the University or learning to write in English. Volunteers matched with students with some knowledge of English will want to find out what skill areas the student wants help in (listening, speaking, reading, writing, pronunciation), what topic areas he is interested in (specific job, public transportation, health care), and areas of personal interest (hobbies, goals in life). Previous educational background, first and additional languages are important, as are the reasons help has been sought and the student's expectations. A sample Needs Assessment questionnaire follows .

Students' goals can be classified as long and short term. Gaining native-like fluency is an ongoing process that never ceases (long term). In order to move towards that goal, the language has to be broken down into manageable parts and geared at students' level so that, with time and practice, fluency is obtained. Each of these parts is a short-term goal which meets students immediate needs (shopping, banking -more specifically even using coupons, opening an account). The distinction between long and short term goals needs to be kept. Praising students and reviewing their progess helps them keep sight of their goals. Language learning takes time and practice and often seems overwhelming. Talk to the students about these frustrations and lows . Be aware, too, that goals change, new needs arise, making flexibility important.

The question of what to do with beginning students with absolutely no English language experience will be dealt with here. Foreigners need to be taught "Survival English", basic conversation structures, vocabulary , in written and spoken forms, that allows them to function in every day life.

Shopping, cooking, emergency health care, transportation and banking are all part of survival skills. (A goal checklist is provided at the end of this section).

2. Swan, M. and Smith, B. Learner Englieh. Cambridge: Cambridge University Press, 1987.

Valuable aids can be collected by teachers and made into a "Survival Kit" for use with beginning students.

Suggested Contents

shopping ads/coupons
price tags
play money
clock
calendar
bus/train schedules
city/country/world map
pictures/post cards
phone directory (Donnelly has teaching materials)
menu
medicine labels/instructions for doses
dictionary
utility bills
applications/forms
want ads
vocabulary cards (blank)

(Literacy Volunteers of America, Inc., ESL Tutor Training Workshop, 1980.)

Materials

Each tutoring site will orientate volunteers to the tests and reference books being used. If tutors are asked to make their own selection, they may go to the Readers' Development Center at the Philadelphia Free Library at Logan Circle and select appropriate books, which are provided free of charge to tutors and students. Easy Readers, job related handbooks, civics and life coping skills book, ESL, ABE and GED materials are available.

Most professionals in the ESL field tend towards an ecclectic methods of using bits and pieces from a variety of text sources.

Authentic, real life materials are great teaching tools. Bring whatever relates to your topic - clothes/food/ads/pictures/objects. They add a new dimension to a class lead to more interaction.

Field trips and excursions can be taken to practice learned skills and homework assignments designed to do the same. Start collecting, put your creativity to work and experiement!

NEEDS ASSESSMENT

1. What do I want to learn from this program?_____

2. What do I want to do better? _____

3. What can I do well? _____

4. Some of the things I can do well are _____

5. Do I want a job here? _____

6. What skills do I think are necessary in order to get a job in the United States? _____

7. What job experiences do I have? _____

8. What am I interested in doing? _____

9. The best thing that could happen to me would be_____

10. The worst thing that could happen to me would be _____

11. I am coming to school because _____

12. Am I interested in getting or continuing a formal education? _____
    What level: _____ Where? _____Field:_____

13. What would I like to do one year from now?_____
    Five _____Ten_____

14. What would I need to change in order to attain these goals?_____

15. I would like to know more about _____

16. I can do all these things:_____

17. I expect the following things to happen in this program :_____

18. Do I have help from anyone at home? _____

19. Am I involved in any activities? Interest? _____

20. How would I get involved? _____

21. What am I interested in besides work and school? _____

GOAL CHECK LIST

SURVIVAL SKILLS

DATE GOAL SET	DATE COMPLETED	
		PERSONAL INFORMATION
_____	_____	- respond to questions (What's your _____? name/address/phone number (first, last, middle), ID/SS#/country of origin/age/birthdate/matital status
_____	_____	- spell, read, print own name
_____	_____	- copy basic info abaove on a simple form
_____	_____	- present identification upon request
_____	_____	_ state ability to speak another language. I speak
		SOCIAL LANGUAGE
_____	_____	- introduce oneself (I'm _____)
_____	_____	- give and respond to simple greetings (Hello, how are you?)
_____	_____	- excuse oneself politely
_____	_____	- state simple weather considtions (It's cold)
		TIME
_____	_____	- ask and answer basic questions about time: days, current months, yesterday, today, tomorrow.
_____	_____	- read clock time on hour/half hour
_____	_____	- read and write digital time
_____	_____	- read days of week
_____	_____	- identify parts of the day: (am) morning, (pm) (pm) afternoon, evening, night
_____	_____	- read open/closed
		DIRECTIONS
_____	_____	- ask for location of common places within a building (Where is the bathroom?)
_____	_____	- ask for location of place (Where is the bus stop?)
_____	_____	- respond to answers - across the street, on the left/right
_____	_____	- read, say and copy numbers as used on streets and buildings
_____	_____	_ follow simple oral directions (turn right/left, go straight)
_____	_____	- respond to simple questions about a destination (Where are you going? To the bank.)
_____	_____	- follow a simple hand drawn map
_____	_____	_ read street signs/types of building/(bank, department store)/ladies/women, men/gentlemen/exit

DATE GOAL SET	DATE COMPLETED		
			TRANSPORTATION
_____	_____	-	use subway, bus, train
_____	_____	-	read a schedule
_____	_____	-	ask and respond to fare information (How much is a tick?) (One-Way/Round-Trip)
_____	_____	-	read transport signs/symbols (Bus Stop, Walk/Don't Walk, exact Change)
_____	_____	-	ask for a transfer
_____	_____	-	read north/south/east/west-bound
			MONEY/BANK
_____	_____	-	identify U.S. coins and bills by name and value (dime, 10 cents)
_____	_____	-	read prices on tags or signs ($1.25)
_____	_____	-	use money correctly to pay the total requested orally or written at a store, post office, vending machine, etc. (That's $9.80).
_____	_____	-	make change
_____	_____	-	write a check/endorse a check
_____	_____	-	cash check or money order (Can I...?)
_____	_____	-	buy money order
_____	_____	-	read "Next Teller, please, window closed"
_____	_____	-	open an account
			EMERGENCIES/HEALTH
_____	_____	-	read emergency words (FIRE, POLICE, POISON)
_____	_____	-	read, say and dial telephone numbers of emergency services (FIRE - 911)
_____	_____	-	spell name and address and report an emergency in home by phone (Help! Police!)
_____	_____	-	state own general health conditions
_____	_____	-	state need for medical help
_____	_____	-	identify body parts
_____	_____	-	describe symptoms
_____	_____	-	read medicine labels/prescriptions (tablet, capsule, spoonful, teaspoon)
_____	_____	-	make an appointment with doctor, dentist, etc.
_____	_____	-	read simple health care signs (emergency, hospital, pharmacy, drug store)
_____	_____	-	identify basic community services
			TELEPHONE
_____	_____	-	identify symbol, read signs for public phone (Phone, Telephone, Out of Order)
_____	_____	-	use Yellow Pages
_____	_____	-	read and be able to dial numbers
_____	_____	-	identify oneself on phone (This is _____.)
_____	_____	-	request to speak to someone

DATE GOAL SET	DATE COMPLETED		
			HOUSING
_____	_____	-	identify common household furniture/rooms
_____	_____	-	read exit route signs (FIRE ESCAPE)
_____	_____	-	idendity basic types of housing
_____	_____	-	read contract information
_____	_____	_	read utility bills
			SHOPPING (FOOD/CLOTHING)
_____	_____	-	state basic needs (I need rice.)
_____	_____	-	ask the prices
_____	_____	-	read store signs (SALE, DRESSING ROOMS/CASHIER/ EXPRESS LANE/AISLE NUMBERS/oz./lb./IN/OUT
_____	_____	-	know sizes
_____	_____	-	read labels
			*CLARIFICATION *
_____	_____	-	express lack of understanding (I don't understand)
_____	_____	-	ask someone to repeat (Please repeat)
_____	_____	-	ask someone to speak slowly
_____	_____	-	repeat when asked to
_____	_____	-	ask the English word for something (What's this?)
_____	_____	-	ask the meaning for something written in English (What's this?)
_____	_____	-	ask someone to spell something
			JOB RELATED
_____	_____	-	state previous occupation, current job status and desire for a job
_____	_____	-	ask if task is done correctly
_____	_____	-	ask clarification questions about tasks or instructions
_____	_____	-	respond to simple direct questions about completion or progress
_____	_____	_	ask for help
_____	_____	-	sign timesheet
_____	_____	-	respond to warnings about safety
_____	_____	-	read common warning signs (Danger)
_____	_____	-	read alpha-numera codes
_____	_____	-	give excuses for lateness or absence
_____	_____	-	understand payrool receipt/deductions

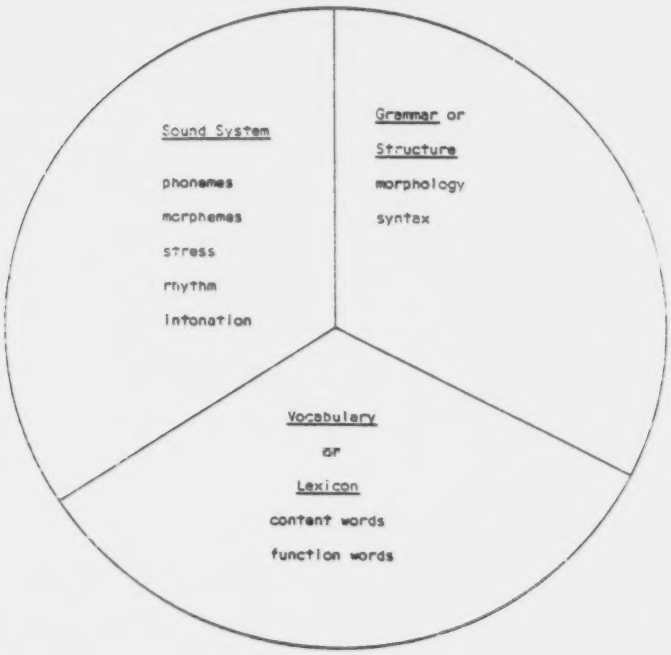
(4a-d adapted from U.S. Department of Health and Human Services. MELT Resource Package. 1985.)

9/88

BASIC PRINCIPLES

Elements of Language

Language is composed of a sound system, vocabulary and grammar. The sound system includes the phonetic alphabet, word stress, sentence rhythm and blending, and intonation. Vocabulary divides itself into words that convey meaning (content words) and those that show grammatical relationship (function words: of, the, that). The set of rules used to combine this vocabulary (word order, form) is grammar.



(Literacy Volunteers of American, Inc., ESL Tutor Training Workshop, 1980.)

It is not necessary to study all the individual sounds before being asked to form words, nor to learn all the individual words before putting sentences together, sentences before conversations, etc... How then does a teacher organize thse elements in order to teach.

The Functional Approach

The modern trend in ESL teaching is called the funtional-notional or communicative approach. Items of language to be taught are always selected and ordered in the best possible way to ensure success in learning. Instead of ordering these items by structure or form, items in a functional course are ordered by use. The main question becomes not what forms do we use when speaking but what are we doing with the language (introducing a friend, telling a story, requesting information...)? Certain forms can have a variety of uses the student needs to understand and the use depends on the surrounding circumstances. Appropriacy becomes an important issue. Who are the speakers? What is their relationship? Where does the interaction take place? What is the topic? Are there any special conventions? What media is being used (radio, T.V., telephone, telegram,...)? What is it the speakers are communicating through language? Concepts of time, space, quantity, motion certainty, obligation and intention to mention a few are linked to structure and vocabulary chosen and overlap with the functions. All this

must be taken into consideration when teaching. By observing the index in a textbook, we can tell how the course has been designed.

Example 1

(Side By Side Activities Workbook 2A, Prentice-Hall, 1983.)

Review:
Simple Present Tense
Present Continuous Tense
Pronouns
Subject and Object
Possessive Adjectives 1

Review:
Simple Past Tense (Regular and Irregular Verbs)
Past Continuous Tense 10

Example 2

(Spectrum 1. Regents, 1982.)

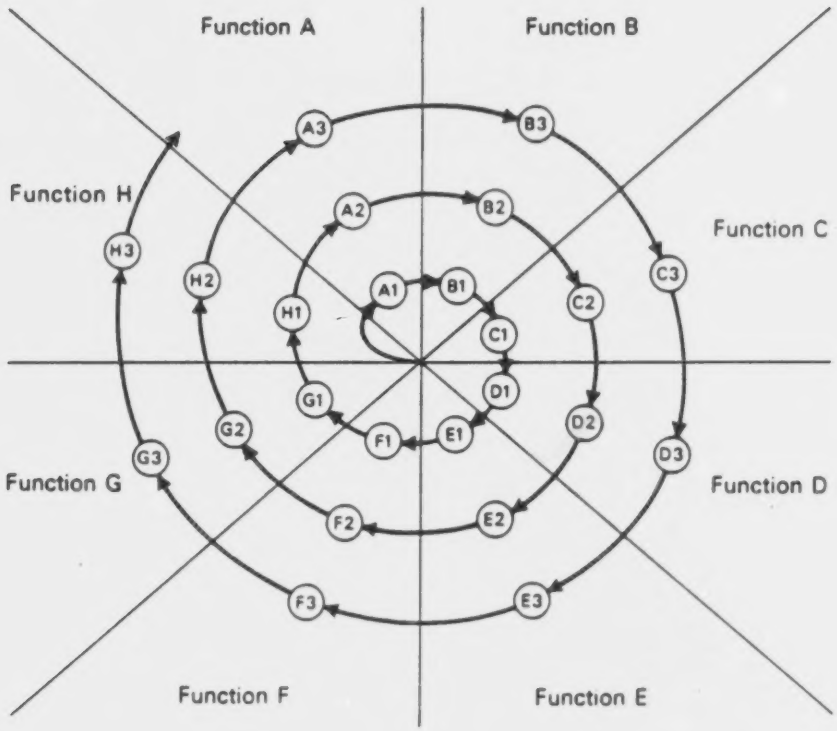
UNIT	PAGE	FUNCTIONS	LANGUAGE	FORMS
1 Moving in	2	Ask who someone is. Introduce yourself. Meet someone formally. Meet someone less formally. Greet someone. Say the alphabet. Ask how to spell someone's name.	Excuse me — are you Mrs. Baxter? Yes, I am. No, I'm not. Hello. My name's Carolyn Duval. I'm Maggie Sloane. How do you do. Nice to meet you. How are you? Fine, thanks. Alphabet. Could you spell your name, please?	Present tense of *be (am, is)*: contractions. Pronouns: *I, me, my, you, you, and your.*

A specific function can be repeated at intervals throughout a course each time adding more difficult forms. For example, to teach the function "asking someone to spell a word", initially "spell it, please", could be taught, the second time "Could you spell it, please", and even later, "How do you spell it?" In between, different functions are worked on and possibly the same form will repeat itself, making presentations easier.

The idea of building on previous knowledge can be introduced here. New forms taught in any function related back to previous forms in that functions possibly with changes occurring only in the relationship between speakers or formality. This makes the presentation easier for the tutors as they can show the similarities and differences between them. It also allows for a built-in review system or recycling of information, so much needed.

The graph on the following page illustrates this.

The following pattern represents the spiral arrangement:



This model is a simplification: there are only eight functions included. But it gives us the general principle. The number of forms of expression for a given function (or notion) should be gradually increased and built up as the course proceeds.

(Hubbard, Jones, Thornton and Wheeler. A Training Course in TEFL. Oxford: Oxford University Press, 1983.)

Situations and Topics

Situations are strongly tied to functions and dictate the appropriacy of the forms taught. In chosing situations tutors should consider the following:

1). Are the characters plausible? Are they realistic and easy to relate to? Students can give them names and personalities.

2). Their social roles should be defined - (father- son; employer - employee)

3). Their psychological roles should be indicated (equals, inferior, superior)

4). Describe the setting.

5). What is the topic?

6). What is the purpose of the conversation?

7). Is the situation familar to students?

8). Do they have enough language to understand the situation?

9). Does the situation give rise to new vocabulary?

The topic element will determine what vocabulary is suitable In this way, a lesson is almost naturally narrowed down. Where does a tutor go from here?

From Control to Free Practice

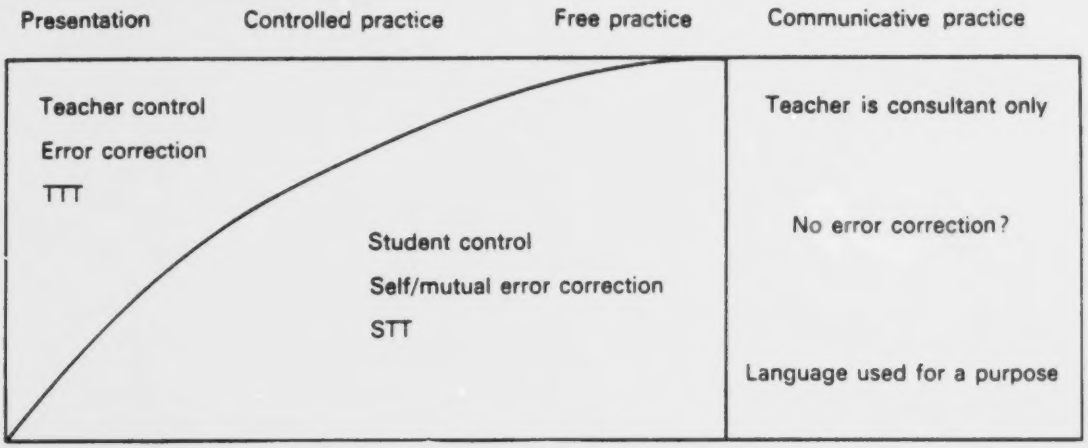
When planning lessons, tutors need to take into consideration first of all that students learn to listen, then speak, read and finally write. Secondly, the following stages are gone through for each skill:

1. Presentation
2. Controlled practice
3. Free Practice

Realizing that a student speaks whathe has heard, a short presentation is made "Short" is emphasized here because the idea is that the students learn to talk. Teacher talk should be kept to a minimum . The presentation exposes the student to the situation and the language to be learned. The meaning and form need to be clear to the student for reproduction. Taped materials make excellent presentations and understanding enhanced with visual aids (pictures, stick figure drawings, real objects). The tape can be repeated various times. Students do no talking.

The next objective is to have the students begin to produce the language. This traditionally takes the form of drills which will be discussed in detail later. Drills are an artificial way to start students off, usually following a strict "listen and repeat" technique, allowing students to practice pronouncing the new words but not putting them to use. This first production stage along with the presentation is rigidly controlled by the teacher. Management, correction of errors, subject matter, vocabulary is tutor dominated. Students talk half the time. Unfortunately, practice often stops here, and the final activation stage left out.

Free practice needs its place on the list of priorities if students are truly going to grasp the new material. Some type of activity needs to be set up allowing students free us of the language just learned and that practice at earlier stages. The tutor relinguishes power unless the activitty breaks down completely. No corrections are made, the tutor doesn't talk at all, and the subject matter can go where the students take it. The idea is that by the end, students have had sufficient taling and practicing time. Remember, the goal is for them to be able to speak English. The tutor already knows it!



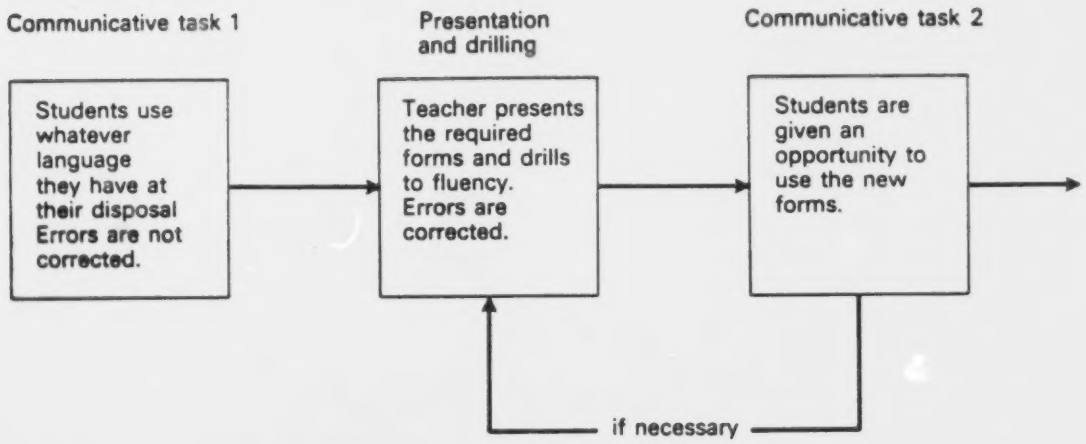
(A Training Course in TEFL. Oxford University Press, 1983.)

The issue of teacher/student talking time and free practice brings up the issue of communicative exercises.

Mechanical vs. Communicative Exercises

Traditionally, student speaking exercises were very mechanical. Students repeated whatever was said regardless of its truth value. Saying, "It's sunny and hot" on a cold, windy day had no meaning. Adding a truth value to what was spoken brought the students closer to the language learned. Real communication also includes a "need" factor: "I have information you don't and may be interested in" and vice versa. By setting up a need and a meaningful situation a more real learning experience can take place.

Tutors can manipulate their lessons to create a need . Building on students' acquired knowledge, the tutor guides them to a point where new unlearned forms are necessary. Students must cope with the resources they have and only then does the teacher introduce new language, providing relief. The teacher then reverts to normal presentation style. By doing this, student talking time uncreases, motivation rises, and students learn to think and react to situations. A real purpose is found. The students' ability to function outside in the real world also rises.


Communicative task 1
Presentation and drilling
Communicative task 2
Students use whatever language they have at their disposal Errors are not corrected.
Teacher presents the required forms and drills to fluency. Errors are corrected.
Students are given an opportunity to use the new forms.
if necessary

(A Training Course in TEFL. Oxford University Press, 1983.)

General Teaching Tips

- Be patient.
- Give continuous encouragement.
- Don't ask "Do you understand?" Ask direct questions to check for compenhension.
- Don't use "no". "Are you sure?" or "Almost!" can help build confidence. Self-esteem is at stake.
- Always work to meet the students' immediate needs.
- Take genuine inerest in your students' country and culture.
- Help your student adjust to American culture.
- Encourage students to practice outside of class (listen to the radio, watch T.V., and look at what is around him).
- Review often,particulary areas of difficulty. Change the situations for more practice.
- Keep a record of trouble areas.
- Move from the known to unknown, simple to complex, controlled to free practice.
- Use objects that are familiar to the students.
- Break tasks into small, manageable parts.
- Make situations real and exercises communicative.

SKILL AREAS

Four skills are involved in language learning: listening, speaking, reading and writing. Pronunciation will also be addressed. Following the principles of language learning, students will be taught the skills in this order: students hear and understand, produce what they hear, learn to read what they understand and produce and write what they read. When teaching, one skill may be focused on, but usually several will be sued. For example, students may take notes while listening or be given a set of written questions to answer while listening. In actual use during communication, listening skills are employed 45% of the time, speaking 30% , reading 16% and writing 9%. Individual students though may need more work in some areas than others depending on their goals. For our purposes, the skills are paired listening/speaking, reading/writing and pronunciation.

Listening/Speaking Skills

Listening/speaking skills are often the hardest to obtain for various reasons. One is the need to interact with another person and the embarrassment factor of not understanding or making mistakes. Another is the lack of time spent practicing them. Presentation, explanation and grammar rules often occupy most of class time. Students won't dominate these skills until and unless they are asked to perform them. The need for listening, beging the most used skill, is usually the least worked on and the most difficult. Students need to be taught to listen. They may be able to express themselves orally, but they can't communicate unless they understand what is being said to them. It is a passive or receptive skill and often assumed to be easy, but in reality, it isn't. Students have no control over what they hear, nor how fast it comes, nor what level of difficulty a speaker uses, whereas they know what they are capable of saying. By exposing them to listening from the beginning, the panic factor will be reduced and confidence built. Also, students will always understand more than they will be able to produce By exposing them to more words sooner,students can apply them as the need arises. The more students hear something, the sooner it is retained.An example is now students often mimick teachers in fun, not realizing that they have picked up the teachers' expressions without ever having been asked to say them.

Teaching Listening

By speaking to the students in English from day one using normal expressions students are continuously being exposed to listening exercises. Giving instructions such as "open your books", giving praise and encouragement, and greeting students as they walk in are part of the students' learning process and should be given importance. Understanding is helped through mime gestures, and visual aids - objects, pictures, etc. There is no need to use the students native language for explanations. Come up with creative ways to get the meaning across. Translating, although is seems helpful, gives the students a crutch and slows down the learning process.

Tutors should speak naturally without distoring the language and avoid the following:

1). overarticulating - speaking too clearly. What is your name? vs. What's your name?
2). speaking too slowly
3). speaking too loudly-students hear you although maybe they don't understand or can't react quickly enough.
4). giving incorrect intonation
5). giving incorrect stress

When giving students listening exercises (a conversation demonstration or tape, a song, a story, news item, etc..) a goal must be established: What do I want the students to get from the exercise or do with it? Understand the idea? Produce the material? Act it out?

Intensive listening exercises ask students for detailed comprehension of meaning and/or language by soliciting specific facts from the presentation, making a connection to the outside world, students'related personal experiences, summarizing or looking at vocabulary, structures, expressions. Extensive exercises follow only the gist or general idea of the exercise.

To develop comprehension, students are given pre-activities, a task while listening, and a follow-up activity.

Pre-activity can include any of the following:

1). explain the situation, characters to the student (as vague or specific as wanted).
2). teach new vocabulary items in the context of language already learned.
3). role play similar, known situations .
4). give students the situation/topic/title and have them write their own version comparing it to the original.
5). play a game (20 questions) to steer students into the topic.
6). ask students about personal experiences in a similar situation.
7). give students a jumbled written version to order (strip puzzle).
8). give them a cloze test - a written copy of the text with every 5th or 7th word missing. Have them fill-it in using context and compare to original.
9). give students one side of the conversation and make-up the rest.
10). using pictures, write a story about the situation or create a dialogue.
11). students write questions they think will be answered.

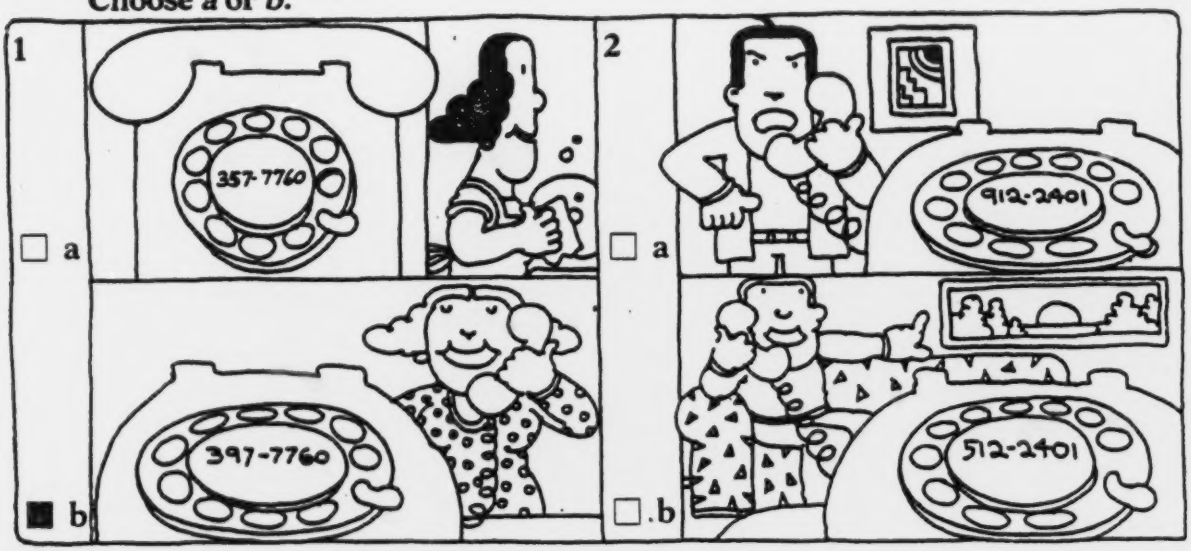
Note: Numbers 1, 2, 3 can be used with beginning-non literates. Numbers 1, 2, 3, 4, 7, 8, 9 can be done with beginning literates remembering the the level has been graded.

TASK activities are given while listening, to holdstudents' attention, to create a more authentic situation (I have information you need) and to check comprehension. If it is a difficult listening, give an easy task and vice versa. Keep books closed while listening to avoid distractions.

Examples of listenings are:

1). Listen and identify the corresponding picture.

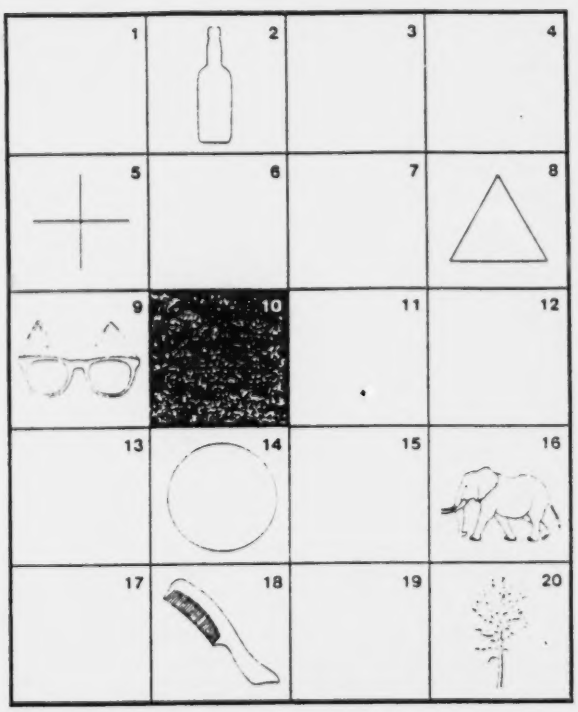
10 **Choose the picture that matches the conversation.**
Choose *a* or *b*.



(Spectrum 1. Regents, 1982)

2). Listen and identify the sequence of a picture story.

3). Listen and do/act it out.



Student A - Instructions on the following page.

(Pair Work One Student A/B. Penguin Books, 1984.)

Student B

9 Following instructions (2)

Here is a rectangle which contains twenty squares. You are going to write or draw something in fifteen of them. Student A will tell you what to draw or write and in which squares. But it is not as easy as it sounds, so you will have to listen very carefully to his/her instructions.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Before you start, make sure you have a pencil ready. If, at any time, you do not understand what Student A says, you can ask him/her to repeat the instructions (e.g. I'm sorry, I didn't understand that. Could you say it again, please?). *But you are not allowed to ask for the number of the square you are to draw or write in.*

When you have finished, compare your rectangle with Student A's to see if you have filled in everything correctly.

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(Pair Work One Student A/B, Penguin Books, 1984.)

9 Following instructions (2) Student A

On the opposite page is a rectangle which contains twenty squares. Before you start, fill in the following:

1 In square number 1 write yesterday's date.
2 In square number 4 write the colour of your hair.
3 In square number 7 write what day it will be tomorrow.
4 In square number 12 write the number 12.
5 In square number 13 write what month it is.
6 In square number 17 write the name of the capital of France.
7 In square number 19 write your name.

Now work with Student B. He/she has a large rectangle in his/her book similar to yours. But all twenty squares are empty. Help him/her to fill them in by reading out loud the following instructions. ***But do not let Student B see your book.***

When you have finished, compare rectangles to see if Student B has filled in everything correctly.

Here are the instructions:

1 Start in the black square. Go down two squares. Draw a picture of a comb in this square.
2 Go right two squares. Draw a picture of a tree in this square.
3 Go up four squares. Write the colour of my hair in this square.
4 Go back to the square with the drawing of a comb. Go up one square. Draw a large circle in this square.
5 Go left one square, then up three squares. Write yesterday's date in this square.
6 In the square to the right of this, draw a picture of a bottle.
7 Go down one square, then right two squares. In this square, draw a triangle.
8 Go back to the black square. Go left one square. In this square draw a picture of a pair of glasses.
9 Go down one square. Write in this square what month it is.
10 Go right three squares. Draw a picture of an elephant in this square.
11 Go to the square to the left of the triangle. Write in this square what day it will be tomorrow.
12 Go left two squares. Draw a large cross in this square.
13 Go down three squares. In this square write the name of the capital of France.
14 Divide 144 by 12. Write your answer in the square above the drawing of the elephant.
15 Finally, write my name in the square between the drawing of the comb and the tree.

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4). Listen and order sentences or paragraphs (strip puzzles).

5). Listen and identify vocabulary known (names, places, numbers...), orally or written.

7 **Listen to the students registering for their classes. Circle the name you hear in each conversation.**

1. (Duval)
   Duvel
2. Johnson
   Johnston
3. Ball
   Bell
4. Lowe
   Rowe
5. Klein
   Cline
6. Stuart
   Stewart
7. Barnes
   Burnes
8. Nelson
   Nielson
9. Smyth
   Smith
10. Sanders
    Saunders

8 **Write the name you hear in each conversation.**

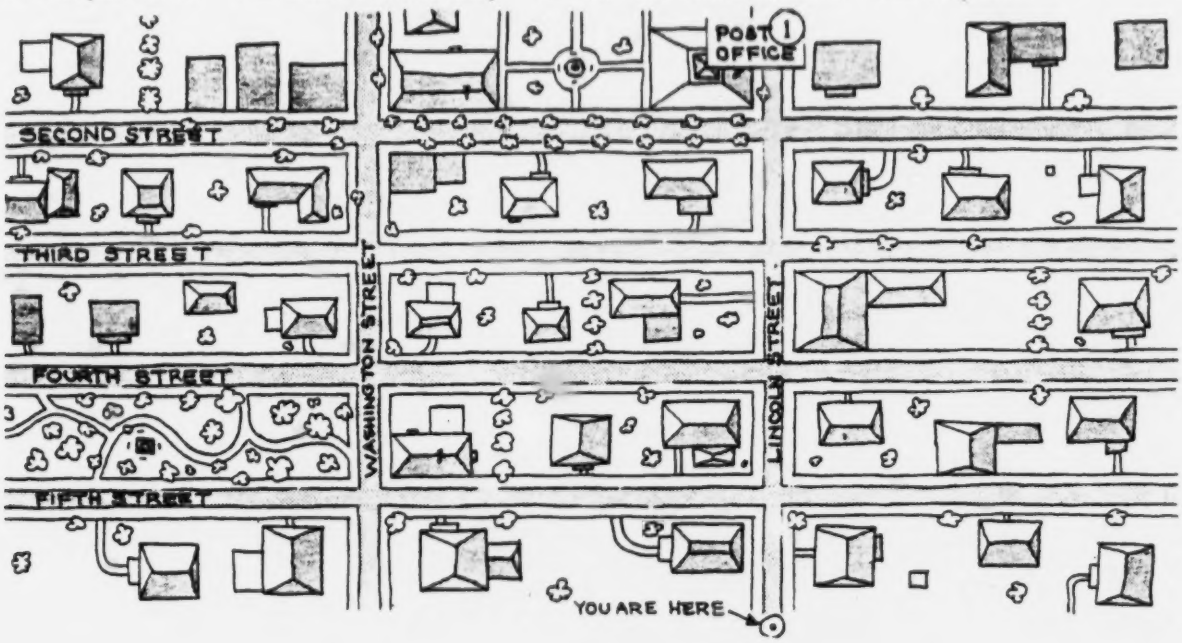
1. Bell
2. _____
3. _____
4. _____
5. _____
6. _____

(Spectrum 1. Regents, 1982.)

6). Listen and fill-in charts, forms, map routes, cloze-in tests or identify statements heard.

1 Listen to the directions given in each conversation. Put the number of each of these places on the map.

1 — the post office 2 — Eileen's Coffee Shop 3 — the First National Bank 4 — the park



2 Follow each conversation. Mark the box next to the sentence you hear.

A woman's looking for the post office.

	a	b
1.	■ Where's the post office, please?	☐ Where's the First City Bank?
2.	☐ Walk three blocks and turn left.	☐ Walk two blocks and turn right.
3.	☐ Is the post office that way?	☐ Is the post office near here?
4.	☐ Yes, it is.	☐ No, it's not.
5.	☐ Where *is* the post office?	☐ Is this the post office?
6.	☐ Sorry, I'm not sure.	☐ Sorry, I don't know.

(Spectrum 1. Regents, 1982.)

7). Listen and answer questions by order of difficulty.
   a). true - false statements.
   b). yes/no questions (did, do, are, is)
   c). information questions (Who, What...?).
8). Listen and summarize or paraphrase.
9). Listen and write 5 questions/true-false statements for class to answer.
10). Listen, stop in the middle, predict.
11). Listen and match question/answer exchanges.
12). Listen for the purpose /attitude.
13). Dictation.
14). Listen and take notes - teaching symbols.

Note: 1-5 can be done with beginners.

After a listening exercise, students can do a follow-up activity consisting of:

1). having students reproduce the language presented
2). having students make and present their own versions of the situation
3). relating the information to students' own experiences
4). engaging a dicussion/debate on students' opinions

Note: The higher the level, the less exact reproduction is done.

Listening Materials

The latest core texts developed provide a sequence of taped material for listening practice. Other texts are designed solely for this purpose. Listening materials can also include songs, radio programs, news, ads, television program, movies, story telling, conversations - taped or spoken, student presentations. Excerpts should not be too long (no more than 2-3 minutes, at a time). Larger versions need to be broken down in order to keep students' attention.

A special note can be made here on the use of songs. Listening to music is one of the most pleasurable activities shared by almost everyone. Songs should be selected on the basis of clarity, repetition, of structure, theme/topic and interest and age of students. Find out what type of American music foreigners have heard or are interested in. Folk songs are often the easiet to understand and also teach cultural aspects. Rock music may be more interesting to the younger generation, singers like Frank Sinatra to older ones. Songs can be set up the same was as any listening exercise.

SONG SUGGESTIONS

TITLE	ARTIST	FUNCTION	VOCABULARY/ STRUCTURE	LEVEL
Little Boxes	Pete Seager	describing life cycle routines	there's/are present tense verbs colors/jobs/activities made out of	Beginners
Send in the Clowns	Cleo Jones	use with beginners to identify known words slow !	isn 't, are,you, my, sorry, it, I, the, one, an, etc...	Beginners
Operator	Jim Croche	telephoning	Will you help me make this call?	Intermediate/ Advance
Papa, Can you hear Me?	Barbara Streisand (Yentyl) - many songs from the album are great!	making questions	questions with "can"	Intermediate
The Laws of Camelot	Richard Burton (Camelot)	weather	must... vocabulary - weather months/seasons	Intermediate
Drive	The Cars	making questions	going to - gonna	Intermediate
Does Anybody Really Know What Time It Is?	Chicago	(relate to time/ clock work) describing events stress intonation work reported speech	past continuous - was + ing	Intermediate
I Just Called To Say I Love You!	Stevie Wonder (The Woman in Red)	holidays	months/seasons/related vocabulary to holidays	Intermediate
Que Sera Sera	Doris Day	predicting future questions/describing people	Will I be...? adj. pretty,rich	Beginning
Love's Been Good To Me	Frank Sinatra	Recalling past times	present perfect	Intermediate
It Was A Very Good Year	Frank Sinatra		there was	Intermediate

From Listening to Speaking

After listening to a model, student practice or production take place (the follow-up mentioned earlier.) Production can be anything from exact repetition of the model or activities in which the model structures must be used, to general discussion or debate on the situation or topic. The production stage should take half or more the the class time, moving from controlled to free activities. The teacher must slowly relinguish control allowing students to speak on their own without teachers' help. This ensures that students are given time to use and demonstrate understanding of the model. Often neglected, this stage is also important for building student confidence by giving them a safe environment in which to try out their newly acquired language skills.

Controlled Practice Techniques - Drills

Drills are used in the classroom as part of correct habit formation: stimulus, response and reward. Once used as the basis of language learning, drills now play a more limited role and efforts are being made to make them more realistic and meaningful. As defined by ESL teachers themselves, a drill is a device for boring. Therefore, the time spent on them should be limited. Teaching real, useable language, the drills must be transferred into real-life contexts and activities that allow students to practice applying them. Since drills are mechanical, they can be practiced without understanding the words. Efforts should be made to avoid this by limiting the time and providing student input into the exercise.

Drills help students obtain fluency by training them to produce language patterns automatically. They train him to speak without pausing, to select proper grammatical combinations, pronuciation, stress and rhythm.

There are various types of drills. (T = Teacher, S = Student)

Repetition Drill - to repeat form

T: Excuse me. Are you Mrs. Baxter?
S: Excuse me. Are you Mrs. Baxter?
T: No, I'm not.
S: No, I'm not.
T. Sorry.
S: Sorry.

(Teacher can move on to take one role, the student the other, then reverse until students can practice it on their own, substituting their own names).

Substitution Drill - to check form, grammar

T: They drink champagne - beer.
S: They drink beer.
T: he
S: He drinks beer.
T: pizza
S: He eats pizza.

(By alternating food, drinks, activities, students are forced to give correct corresponding verbs. Changing subjects also provides a check on the grammar rules).

Question/Answer Drills - to practice question forms

(interview questions)

T: 556-7201.
S: What's your phone number?
T: 2815 W. Lehigh.
S: What's your address?
T: John Smith.
S: What's your name?

or

The tutor has a box with objects in it. Students guess until all objects are identified.

S: Do you have a book in your box?
T: No, I don't.
S: Do you have a pen in your box?
T: Yes, I do.
S: Do you have a key in your box?
T: No, I don't.
S: Do you have a _____?

Completion Drill

Your class is collecting money for the Christmas lottery. It can not be divided if you win, so you must decide beforehand what you will do with it. The class will vote in 5 minutes.

Structure: If I had a millon dollars, _____.

Backchaining

When sentences are too long for the students to repeat or some are having difficulty try back chaining. The beginning is remembered, the end often lost. So start backwards, adding more words from the end where natural pauses occur.

T: Two dimes and a nickel make change for a dollar.
S: Two dimes and a nickel ... uh ... uh...
T: for a dollar.
S: for a dollar.
T. make change for a dollar.
S: make change for a dollar.
T: and a nickel make change for a dollar.
S: and a nickel make change for a dollar.
T: Two dimes and a nickel make change for a dollar.
S: Two dimes and a nickel make change for a dollar.

Free Activity

Activities in which students can practice and experiment with learned language are the ultimate goal of any class. Activities can include role-playing situations, playing board games, telling stories, etc... The idea is that students go about using the language and through the activity have a change to try it out and make mistakes and corrections freely. When and how they put the language together is up to them.

Sample activities can include: doing surveys, police investigations, interviews for jobs or of famous people, cooking projects, Monopoly, charades, tasting of American foods, treasure hunts, preparing and taping news broadcasts, radio shows, advertisements or announcements.

Pictures are also a source for conversation starters. Two activities that are fun and easy are similarities and differences and picture compositions.

Similarities and Differences

The teacher needs to collect sets of pictures that are very similar (magazine ads work well). Students are paired off or grouped each side having a picture to look at. Without looking at the other side's picture, they must find out the similarities and differences. They may write it down in note form (2 columns) and report to the class. Make them get to details. Try to find pictures that relate to what is being worked on: vocabulary, structures, situations, etc... All levels can do it.

Structures used:
- there is/are
- -ing form
- top bottom, left right
- corner middle
- prepositions
- questions or statement forms
- colors

Sometimes pictures can be found that are exactly the same except color quality. Make them difficult.

Picture Composition

Take a comic strip that relates to your lesson. Concentrate on pictures and sequences more than dialogues. Cut them out into separate individual pictures.

Pre-teach vocabulary.

Students are in groups. They can have 1 picture per person or each student may receive 2-3 pictures. Pictures are handed out in random order. No one may look at the others. One student begins by describing his picture. The others in turn continue. Without seeing the others they must put the pictures in correct order.

Have student practice the story line and even write it down afterwards.

Variations:

A. With one student, you can put the cards on the table and have the student put them in order silently and then go on with the story line. The student can listen and tell the story with the teacher.

B. Give one student the 1st picture. The others must ask questions until they know the content. Give another student the 2nd picture. Continue in this fashion. having students ask questions and tell the story until that point. Stories can be stopped in the middle, to predict the ending before going on.

Sources from comic strips:

B.C.
Oh, Henry
Broom Hilda
Bettle Bailey
Marvin
Peanuts
Ziggy

Reminders :

- Don't distort the language. Speak distinctly, but use normal speaking tone and speed.
- Repeat, repeat, repeat. Students must hear and say new language items dozens of times before retaining them. Recycle materials.
- Teach slang expressions and idioms as new vocabulary or explain them in vocabulary understood by students.
- Understanding preceeds speaking ability. Do not assume that because the student can't answer, he doesn't understand. He will always understand more than he can produce.
- Using students' native language is not a requirement for tutoring nor necessary in teaching. It helps in identifying problem areas.
- Teach natural filler words - umm..., uh...uh, hmm, well, let's see..., uh, oh, etc...
- See that the student talks as much if not more than the teacher, especially if conversation is emphasized.
- Make sure tasks are broken down into small manageable parts.

B. Pronunciation

The goal of pronunciation practice is for students to reach a high, near native level of intelligibility. Practice begins on day one as language is taught. Students do not need to learn the individual sounds before beginning to speak, but will go back and work on the difficult one as they go along. Sounds are not the only area looked at in pronunciation work. It includes also word stress, intonation and sentence rhythm and blending.

The Phonetic Alphabet

The phonetic alphabet should not be confused with the written alphabet. Instead, it is a set of symbols representing the 27 consonant 12 vowels and 3 dipthong sounds in English. Some symbols correspond to the written alphabet, so sounds are put between slashes to distinguish them, /t/,/b/,/k/, etc. The sounds often have various spellings when written, which will be mentioned later.

As the consonants and vowels are categorized by the position of the speech organs when speaking, it is helpful to get familiar with the speech organs. Being able to explain mouth position to students and actually having them position their mouths correctly helps them dominate the difficult sounds.

Consonants are categorized by articulators, points of articulation, and the manner of articulation.

When teaching consonant sounds, difficulities will arise in certain areas. What is difficult for speakeers of one language won't necessary be difficult for others. (See chart of end of section). As errors in pronunciation create problems in communication, these areas must be worked on.

One area which needs special mention is voiced and voiceless sounds, labelled vd or vl on the chart. Voiced and voiceless pairs in the same categories are often confused (/p/vs/b/, /t/vs/d/, /f/vs/v/, /k/vs/g/, /c/vs/j/. etc...). Students can be helped to test the difference by placing their hands around their throats. If the vocal cords vibrate when speaking, the sound is voiced. If not, it is called voiceless. To test, make the /s/ sound like a snake. No vibration should be felt. Try the /z/ sound making the buzz of a mosquito. Here it should be felt as /z/ is the voiced partner of /s/. The same can be felt by placing one's hands over the ears. All vowel sounds are voiced.

Other areas of confusion are:

Stops vs Fricatives

/p/ vs /f/ /t/ vs /θ/ /š/ vs /č/ /dz/ vs /z/

/b/ vs /v/ /d/ vs /ð/ /ž/ vs /ǰ/

Fricatives vs Fricatives

/θ/ vs /s/ /f/ vs /θ/ /s/ vs /š/

/ð/ vs /z/ /z/ vs /ž/

Sonorants vs Sonorants

/l/ vs /r/ /m/ vs /n/
/l/ vs /n/ /m/ vs /ŋ/
/n/ vs /ŋ/
} at the end of words only

Others

/y/ vs /ʸ/ /ʸ/ vs /dz/ /hV/ vs /V/
/wV/ vs /V/
} at the beginning of words only
/w/ vs /v/

First teach individual consonant sounds. Introduce the sound at the beginning of a word, then at the end and finally in the middle. It is easiest to distinguish

red bar carrot
round car lariot
right tat chariot

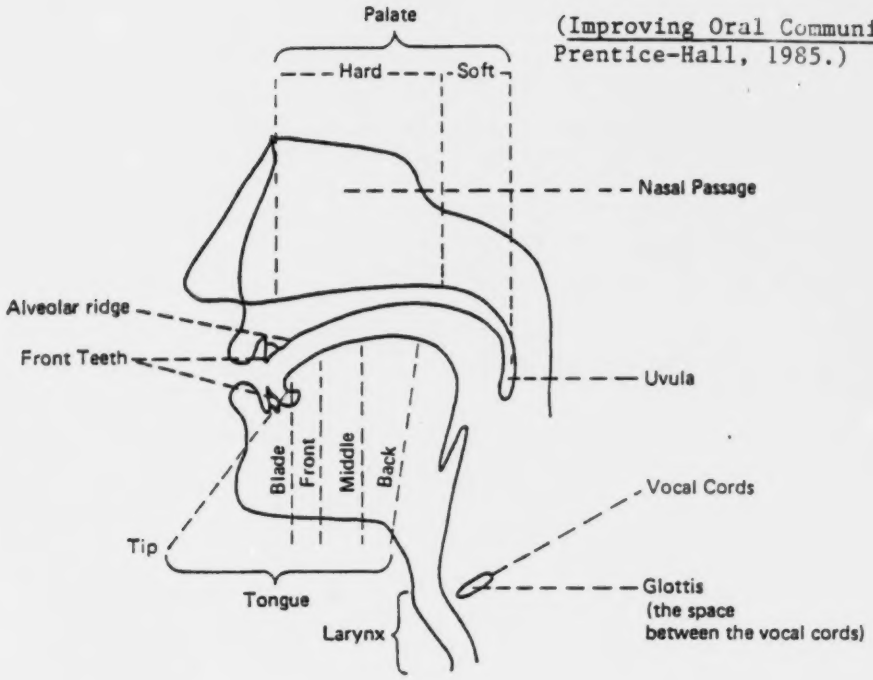
Later, clusters need to be presented, 2 letter clusters before 3, etc... but only after the individual cluster sounds have been studied. Include initial, final and middle cluster possibilities. A few word-ending consonants convey meaning and if not pronounced cause confusion. Students should be exposed to them also. Past endings, final-th on ordinal numbers, plurals, possessives, third person singular verb endings are included here.

1. -ed /t/ /d/ /-id/ /əd/

/t/	/d/	/-id/ /əd/
asked	phoned	connected needed
after voiceless endings except/t/	after voiced endings except/d/ (vowels included)	after /t/ or /d/

2. plural, possessive 3rd person singular of verbs

/s/	/z/	/is/ /ə s/
keeps	cities	kisses quizzes wishes garages peaches wages
after voiceless except /s/, /ʸs/, /tʸs/	after voiced except /z/, /ʸz/, /ʸ/	after /s/ /ʸs/, /tʸs/, /z/, /ʸz/, /ʸ/



(Improving Oral Communications, Prentice-Hall, 1985.)

The Speech Organs

Manner of Articulation		Articulators and Points of Articulation						
		Bilabial	Labio-Dental	Tip(Apico) Dental	Tip(Apico) Alveolar	Blade-Alveo-palatal (Frontopalatal)	Back(Dorso) Velar	Glottal
STOPS								
Plosives	vl	p (pie)			t (tie)		k (kite)	?
	vd	b (buy)			d (die)		g (guy)	
Affricates	vl					č (chip)		
	vd					J (gypsy)		
Flap	vd							
FRICATIVES	vl		f (file)	θ (thigh)	s (sip)	š (ship)	x	h (hip)
	vd		v (vile)	ð (thy)	z (zip)	ž (beige)		
NASALS	vd	m (mine)			n (nine)		ŋ (sing)	
LATERALS	vd				l (line)			
SEMI-CONSONANTS	vl	hw (which)						
	vd	w (witch)			r (rip)	y (yell)		

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The Vowels and Dipthongs

(tongue) (position)	FRONT	CENTRAL	BACK
Tense	/iy/ beat	/ɚ/ burn	bout /uw/
Lax	/i/		book /u/
Tense	/ey/ bait	/ʌ/ but	boat /ow/
Lax	/e/ bet	/ə/	
Tense	/a / bat		ball /ɔ/
Lax		/æ/ bought	

Dipthongs:
ay - aisle
aw - out
oy - boy

English vowels are to difficult for all students, no matter what their native language is. The pairs within each box cause difficulty along with neighboring lax vowel combinations. When giving word examples for vowels avoid using words with /m/ /n/ /ŋ/ environments and especially /l/ and /r/ til the end as they distort the vowel sound. Rules for predicting vowel sounds (long, short) are given at the end of this section.

For the non-literate or non-Roman alphabet users, teach individual sounds first. Other students can begin contrasting difficult sonds. Procedures follow those in listening/speaking exercises (listen/repeat/produce on own).

When learning single sounds, the student should:

- know the sound (identify it, produce it, and understand the mouth position).
- know the spelling forms (/k/ = c in cap, k in key, ch in ache, ch in kick, que in bar-b-que).
- practice words with the sound at the beginning, end, and middle (avoiding /l/ and /r/ environments until mastered).
- know beginning, final and middle cluster possibilities.
- have a key word to remember the sound (/k/ = key).
- know any exceptions:
  silent /b/ in crumb, plumb
  silent /p/ in corp, etc.

When contrasting sounds, a teacher should:

- contrast 2 confusing sounds (see list).
- work with the students with minimal paris (words that have exactly the same sounds except one, the one being contrasted (pin - Ben, pay - bay).
- determine target sounds.
- give students the pairs, have them pick the pairs from sentences, or have them make their own.
- write the words in corresponding columns.
- practice repeating words with teachers down their own columns then across rows, contrasting.
- students can select and read combinations of words from the list (2-3) while they and other students write them down for later comparison.

- use the pairs in sentences where the meaning is ambiguous having students select what they hear or choose by context.
- have students write their own stories using words to practice on their own first with only one of the pair per sentence, then one sentence with both sounds.

(Recommended reference book: Improving Oral Communication. Handschuh, Simounet de Geigel. Prentice-Hall ,1985.

AREAS OF DIFFICULTY BY LANGUAGE

A Sample

	Voicing	/p/-/b/	/p/-/f/	/v/-/f/	/v/-/b/	/v/-/w/	/ʧ/-/ʃ/	/ʒ/-/ʤ/	/θ/-/ð/	/n/-/ŋ/	/r/-/l/	/y/-/ʒ/	/h/	/z/-/dz/	/ʌr/-/ər/	Vowels
Arabic	x	x		x				x	x	x					x	x
Chinese	x					x			x	x	x				x	x
French	x							x	x				x		x	x
German	x					x			x						x	x
Greek	x									x					x	x
Hindi	x					x			x						x	x
Italian	x					x			x	x			x		x	x
Japanese	x				x			x	x	x	x			x	x	x
Korean	x		x		x				x		x				x	x
Persian	x					x			x	x					x	x
Portugese	x						x	x	x	x			x		x	x
Spanish	x				x		x	x	x	x		x			x	x
Thai	x					x	x		x		x				x	x
Turkish	x					x			x						x	x
Russian	x					x			x	x				x		x

(Dickerson. ESL 388. University of Illinois. Fall, 1987).

Stress Rules

There are no infallible rules for determining syllable stress in English. There are though general observations to note.

2 Syllable Words

- Most 2 syllable words have aprimary stress (') and an unstressed syllable (ᴗ) with the vowel in the unstressed syllable sounding as /i/ (it)or /ʌ/ (but.)

  fámous (/ʌ/) récent (/i/)

- In some words, the non-stressed syllable receives a normal pronunciation (not /i/ or /ʌ/).

  décade (/ey/) hotél (/ow/)

- Many two syllable words are used as nouns or verbs. When nouns, the stress is usually on the first syllable while the verbs take the stress on the second. Clues are given by articules, possessives, adjectives, etc. to determine if it's a noun.

récord	-	recórd	object	-	objéct
únsult	-	insúlt	dígest	-	digést

There are exceptions such as:

exhánge	exchánge	delay	delay

- Reflexive pronouns receive stress on "self"

  myself yourselves

3 Syllable Words

- Most words having 3 syllables have 1 primary stressed and 2 unstressed syllables which are reduced (/ə/ or /i/).

  ánimal
  góvernment

- Sometimes the primary stress is on the 3rd syllable.

  represent pioneer discontent

- Many 3 syllable words have the primary accent on the first syllable and a secondary (strong) accent (ˆ) on the third. This is especially true of verbs ending in -ate, -ise and - ize.

índicàte	ádvertìse	críticìze
énvelòpe	télegràm	phótogràph

Polysyllabic Words

- Many four or five syllable words have the primary accent on the second syllable. This is true of words ending in -ate or -ous.

  coóperate democracy mystérious

  Exceptions: árchitecture
  árgriculture
  législature, etc.

- Usually when a suffix is added, the location of the primary stress remains the same.

  contáin contáiner contáining
  celebráte celebráted celebráting

  Except: advértisement ádvertise

  If the suffix is -ic, ical, -ial, -al, -tion or -ity, the syllable before the suffic receives the stress.

  science scientífic
  democrat democrátic
  psychology psychológical

Compound Nouns

- Most have a primary stress on the first element and a secondary stress on the second in their normal location.

  pópcòrn tráffic lìght

- Compound proper nouns have accents reversed.

  Lòng Ísland Thìrd Ávenue
  New Yórk Hàlloweén

Two Word Verbs

Two word verbs are combinations of verbs plus prepositions or adverbs that have a singular meaning. Some are separable others inseparable.

Please gèt ón the bus - inseparable
Tàke óff your jacket.
Tàke your jacket óff. - separable

The primary stress goes on the second element, the secondary stress goes on the first. Some have 3 elements like get off of. If the combination has a noun function, the stress reverses: take óff, but tàke òff.

Simple stress exercises can be done like the following:

9 **Listen to each word. Mark the box over the strongest vowel (*a, e, i, o, u,* or *y*) or vowel combination in the word.**

□ ■ 1. excuse	□ □ □ 3. Carolyn	□ □ 5. neighbor
□ □ 2. Johnson	□ □ 4. hello	□ □ 6. upstairs

10 **Now do the same for each sentence in the conversation.**

□ ■ □ □ □ □□ ■ □
● Excuse me. Are you Mrs. Nelson?

□ □ □
○ Yes, I am.

□ □ □ □ □ □ □ □ □ □ □ □
● How do you do. I'm Joe Wilson. I live upstairs.

□ □ □ □ □
○ It's nice to meet you.

(Spectrum 1. Regents, 1982).

□ □ □ □ □ □
● It's nice to meet you too.

4

Intonation

The melody or intonation of a language is the rising or falling of the voice when a person speaks. Meaning changes when intonation changes, making it valuable practice for students.

Think for a minute how many ways you could say "I don't like coffee or tea".

John: Here, have a drink.
Mary: No, thanks. I don't like coffee.
John: How 'bout tea?
Mary: I don't like coffee or tea.
John: Oh, come on...!
Mary: I really don't like coffee or tea.
John: But Jenny will feel so bad!
Mary: But I don't like coffee or tea. As a matter of fact, I hate coffee and tea!
John; Well, have it your way. You don't know that you're missing. Think it over.
Mary: I said I hate...

How does the meaning change? Can you see the importance to the student?

English has four voice levels or pitches which gradually change upward or downward while speaking. Surprise, disbelief and fear are very high (4). The normal ending of a sentence is very low (1), while normal conversation stays mid (2) to high (3). Depending on what structures or patterns are being taught, the pitch combinations will vary. Only one pattern should be worked on at a time and will be determined by the lesson. Beginning students, for example, can identify question/answer intonation differences as in these exercises and work on production within the language they are taught.

8 Listen to each sentence and mark the intonation.

When the speaker's voice goes up at the end of the sentence, mark *a*. When the speaker's voice goes down at the end of the sentence, mark *b*.

	a	b
1.	● ↗	↘
	○	
2.	●	
	○	
	●	
3.	●	
	○	
	●	
	○	

	a	b
4.	●	
	○	
	●	
5.	●	
	○	
	●	
	○	
6.	●	
	○	
	●	

9 Write a period (.) or question mark (?) for each sentence you hear.

1. ?
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___

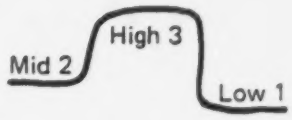
(Spectrum 1. Regents, 1984.)

Any dialogue, story, can be used for intonation work. The goal is for the students to sound normal, not monotonous or boring, and be understood. By setting up situations requiring intonation changes, students gain a better feeling for English. It helps them to express and experiment with their emotions in a new language.

The common intonation patterns follow.

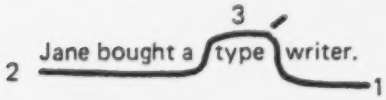
rising-falling intonation

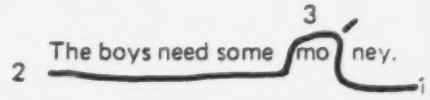
The rising-falling pattern looks like this:



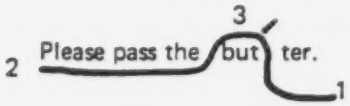
The voice begins on a mid pitch and rises to a high note which usually coincides with the last sentence stress and/or the last stressed syllable. Then the voice begins a gradual downward glide to the end of the sentence, with each syllable being on a slightly lower pitch than the preceding one. In English, this type of intonation pattern is generally used at the end of:

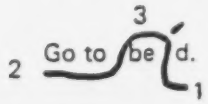
1. **Simple statements** (normal declarative sentences)



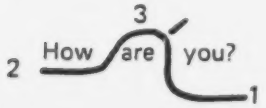


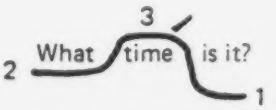
2. **Commands and requests**



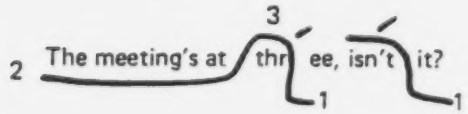


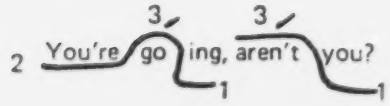
3. **Questions with interrogative words**: which, why, how, when, what, where who





4. **Echo (tag) questions**: sentences in which the speaker is really making a statement of fact and expects a "yes" answer from the person to whom he or she is speaking.



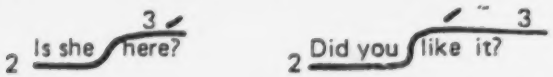


rising intonation

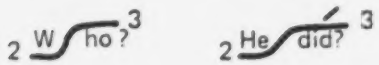
The rising pattern looks like this:

The voice glides upwards starting with the last strong stress (or sentence stress) and remains at this high level until the end of the sentence. Sustaining this high pitch (sometimes very high) communicates a feeling of incompleteness or suspense. In English rising intonation is used at the end of the following:

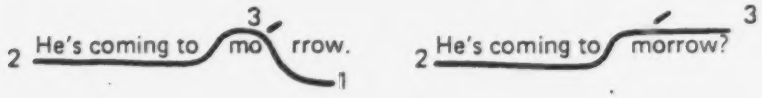
1. **Questions without interrogative words** (Yes-No questions)



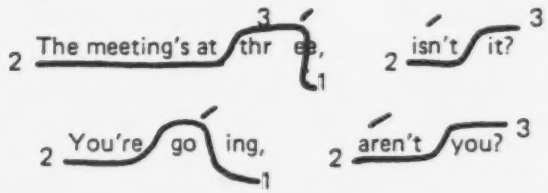
2. **Questions expressing disbelief or surprise**



3. **Special question repetition:** the listener is not sure what he or she heard.

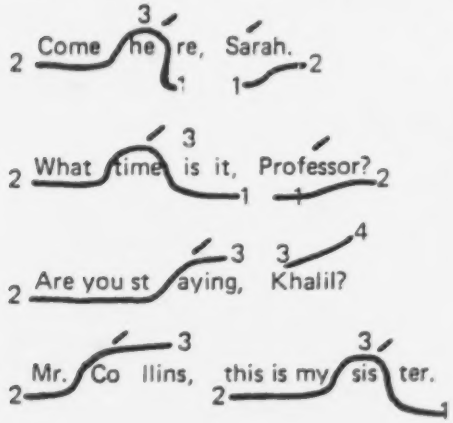


4. **Echo (tag) questions**: sentences in which the speaker is really asking a question.



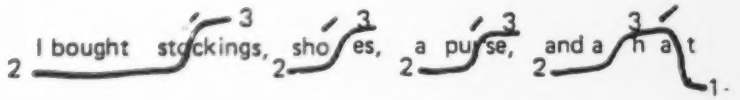
Notice in these two examples that the voice rises in the final pronouns *it* and *you* even though the strong stress falls on the auxiliaries *isn't* and *aren't*.

5. **Direct address**: Addressing another person by the first name, surname, or title calls for a rising intonation pattern.



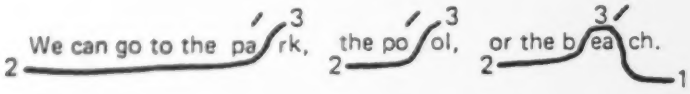
Enumeration

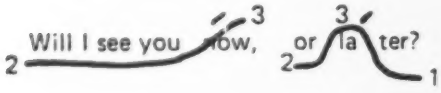
When the native speaker enumerates a series of items in a sentence, he or she uses rising intonation for each item except the last one; then the speaker uses falling intonation.

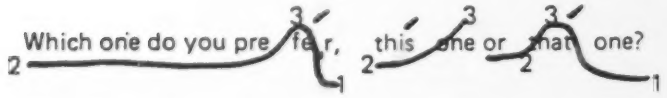


Statements and Questions of Choice

Offering a choice in a statement or question calls for rising intonation for all the alternatives except the last one. In that one, the speaker uses rising-falling intonation.

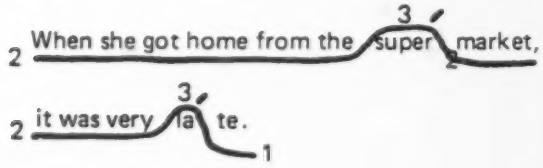




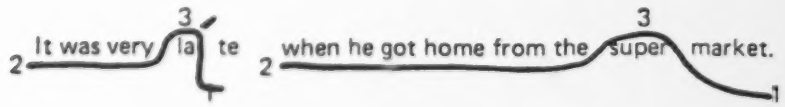


Long Sentences

When the speaker utters a rather long statement, he or she may divide it into two parts, each part having one strong stress. Notice in the example below that the sentence begins with a subordinate clause. The intonation line does not fall to pitch 1, thereby creating a sense of expectation or suspense and signaling the listener, "Wait; there's more; I haven't finished."



In the example below, however, the sentence begins with an independent clause and so the intonation line falls to pitch 1. The subordinate clause appears at the end; therefore, again, the intonation line falls to pitch 1. Notice the difference in punctuation—there is no comma between the two clauses.

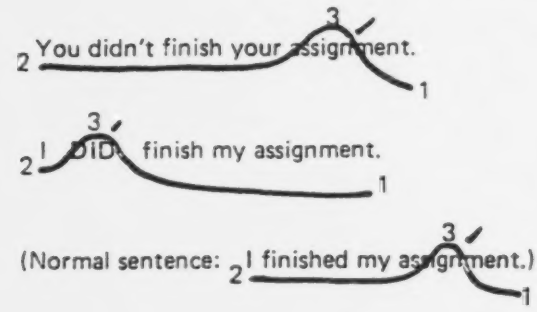


Contrast and Comparison

So far we have discussed the rules of intonation under normal circumstances. Quite frequently, however, the native speaker finds it necessary to break these rules (as we mentioned previously in the section on sentence stress). The speaker may want to emphasize a particular word or idea because he or she did not understand a word or misunderstood it, wants to contrast that word or idea with one mentioned before, or wants to give the item special importance. Whatever the reason, the speaker will use a contrastive intonation pattern in order to give prominence to the word or idea to be emphasized.

Did Sue give Connie the sweater?
No, Connie BOUGHT the sweater. (contrastive)
Did Connie buy a sweater, or a dress?
Connie bought a SWEATER.
Connie bought a sweater, didn't she?
Connie did NOT buy a sweater. (emphatic negative)

One instance in which a native speaker breaks the rules of intonation is in the use of emphatic sentences. These are sentences in which the speaker must stress the auxiliary (normally unstressed) in order to emphasize the verb. Notice in the following examples that while a sentence would normally contain no auxiliary, the auxiliaries *do*, *does*, and *did* are added here for emphasis.



(Handschuh, Sirounet de Geigel. Improving Oral Communication. Englewood Cliffs: Prentice-Hall, 1985.)

Rhythm and Blending

Rhythm and Blending

Sentence stress or rhythm is the result of putting isolated words together. The series of stress and unstressed words in a sentence creates rhythm. In English certain types of words receive more stress than others, although within each word the stress remains. At least one word always stands out and usually is at the end of the sentence - "She arrived at ten". This can change, though, as in, "I want ten of them" and also in longer sentences, "He answered the phone, although he didn't want to".

To determine which receive stress, two types of words must be identified: content words which have meaning in themselves and funcion words, which shows only grammatical relationships between words. This is important because hearing and identifying function words is extremely difficult for foreigners. They can capture the general meaning, but when asked to produce the sentence, they can't fill in the gaps.

How often have we joked about "Indian talk"? That is what it can sound like.

content words

1. Nouns: names for persons (*Karim, John, Pedro, secretary, nurse*) or names of abstract ideas (*love, beauty*) or things (*ball, pencil*)
2. Verbs: show an action (*walk, do, write*) or state of being (*look, feel*)
3. Adjectives: show a special quality about a noun (*red pencil, new dress*)
4. Adverbs: modify a verb, an adjective, or another adverb (*walks slowly; very slow; rather heavily*)
5. Demonstratives: point out or contrast (*this, that, these, those*)
6. Possessive Pronouns: show possession or ownership (*mine, ours, hers*)
7. Negatives: show negation, denial, or refusal (*no, not, none, never*)
8. Intensive or reflexive pronouns: a combination of **self** and one of the personal pronouns or the impersonal **one** (*myself, oneself*)
9. Interrogatives: introduce an information question (*who, what, why*)
10. Numerals and expressions of quantity: (*two, much*)

function words

1. Personal Pronouns: *it, he, us*, etc.
2. Auxiliary Verbs: *has, must, may, can, should*, etc.

NOTE: 1. Remember that *have, has*, and *had* are not always auxiliaries. Sometimes they function as main verbs, and, if so, they are stressed.

I *have* a book. She *has* a dog. She *had* the car yesterday.

2. Auxiliary verbs are usually stressed when they occur at the end of a sentence or in a tag (echo) question.

I'll go if I *can*. You couldn't do it, *could* you?

3. Possessive Adjectives: *my, your, our*, etc.
4. Relative Pronouns: *that, which, who, whom, whose*

(Improving Oral Communications. Prentice-Hall, 1985.)

Knowing where to pause, breaking up larger segments to clarify, emphasize, or just to breathe is also part of the rhythm. Some suggestions are given to determine pauses, but there are no set rules.

Do not pause between the following parts:

1. adjectives and the nouns they modify
2. articles and the nouns they modify
3. auxiliary and main verb
4. preposition and its object
5. adverbs and verb, adjective, or adverbs they modify
6. subject, verb and object [3]

One of the areas to work on is blending, the joining of words in groups or thoughts so they don't stand out as separate words. Often non-speakers of English in the States pick up quickly on the number of times we say "wanna, gonna and gotta", and rightly so. They are perfect examples of blending. Do you recognize their meaning?

Blending is done by joining the final consonant of one word with the initial vowel of the following word.

post office	get off	walk up
(pos toffice)	(ge toff)	(wal kup)

Here's an example in context.

A: Where can I get a bus to the post office?
B: Which post office are you talking about?
A: The one at the corner of Allen Street an(d) Evans Avenue.
B: Take a number Eleven bus and get off at Evans Avenue. Walk up Evans Avenue to Allen Street. It's about two blocks.
A: Thanks a lot. [4]

Words like "and" are reduced to /ənd/, /ən/ and /n/. How do you say M & M's? "A" becomes /ə/ like "uh" not ā. The -ing ending turns into 'in" as in "I'm goin swimmin." Students don't have to be able to pronounce this way, but need to be able to understand it. Try to say these:

Stop Peter before it's too late.
Don't take the car.
I drink Coke.
It's a bad day.
Bob blew the whistle.
His fathers owns a big gas station. [5]

What do you do?

Songs make excellent exercises in this area as they add enjoyment. A good exercise book with tapes is "Whaddaya Say?by Nina Weinstein, Prentice-Hall. Again, remember that any exercise can be turned into blending practice.

(3-5. Improving Oral Communications. Prentice-Hall, 1985.)

Pronunciation Tips:

1. Vowel/consonant work, stress, intonation can be a part of any lesson.

2. Do not spend too much time on it during any one lesson as it gets monotonous, boring.

3. Pronunciation strategies are also found in reading work.

4. /p/ and /b/ can be contrasted by blowing out a match. The /p/ will cause the match to go out, the /b/ won't.

5. Use tongue twisters, rhymes, etc...

6. Pronunciation can be worked on at any moment in class when a problem arises. Often it occurs with words like hear, hair or her. The teaches can write the possibilities on the board and have the students decide on the number of possible pronunciations and the proper one needed in the context being used. red, read, read. How many ways are there to pronounc the words?

7. Gently make corrections to avoid embarrassment.

8. Remember that you may never get students to speak exactly like Americans and they may not want to.

C. Reading/Writing Skills

The other major skill area consists of reading and writing skills. Reading occupies 16% of communication time, writing only 9%. Still they are important skills for daily living and job advancement and even carry prestige as in some Arab cultures.

Literacy

The issue of literacy needs to be addressed in ESL training. Students have educational backgrounds ranging from almost nonexistant to high school or college. Those who have little schooling need assistance in acquiring literacy enabling skills.

Three literacy categories are defined.

Nonliterates - learners who can speak one or more languages but who have no reading or writing skills in any of them.

Semiliterates - learners with 3-4 years of education or have some minimal literacy skills in a language. They can read some words but usually write only their name and address.

Literate in a Non-Roman Alphabet - learners who read and write in their own language (Chinese, Arabic, Farsi) but don't know the Roman alphabet and sound symbol relationships.

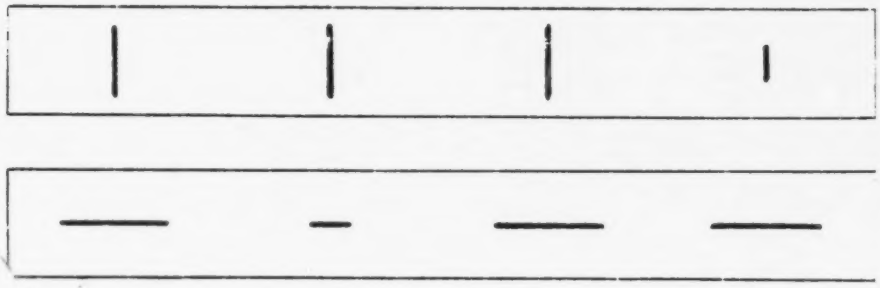
These students will progress slower because of their literacy needs.

Visual discrimination work should be provided for these students. They need to learn to:

- follow left to right progression.
- follow top to bottom sequencing.
- recognize similarities and differences in symbols and upper and lower case letters.

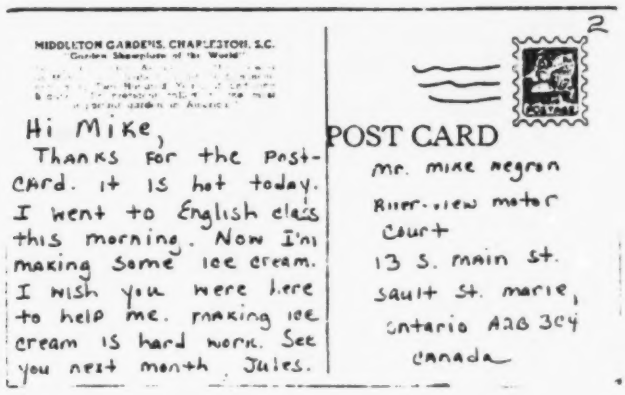
PRE - READING

FIND THE DIFFERENT SIZE.
CIRCLE IT.



(A New Start. Heinman, 1982.)

- identify upper and lower case letters from a dictation.
- copy upper and lower case letters, words, sentences and short paragraphs.



MIDDLETON GARDENS, CHARLESTON, S.C.
Garden Showplace of the World

Hi Mike,
Thanks for the post-card. It is hot today. I went to English class this morning. Now I'm making some ice cream. I wish you were here to help me. making ice cream is hard work. See you next month. Jules.

POST CARD

mr. mike negron
River-view motor court
13 S. main st.
sault st. marie,
ontario A2B 3C4
canada

(Spectrum 1. Regents, 1982.)

- separate individual words from a string of unseparated letters.

Phonetics work relates to reading and writing exercises. Students should be able to:

- identify verbally the names of the letters.
- produce the sounds of the consonants,diagraphs (th, sh, ch, wh,...) and consonant blends (sk, sm, br, bl,...) and identify words with these sounds in initial positions.

Lesson 2
Chart 2

		jumping j	j j
		kicking k	k k

(Laubach Way To Reading. New Readers Press, 1981.)

- decode consonant - vowel - consonant words in meaningful contexts
- decode four letter words containing a long voewl and a final silent "e" infamiliar contexts.

2.

A ☐

Read

am	fat	pan
at	gas	ran
as	had	sad
bad	jam	sack
can	mad	happy
cap	map	tack
dad	pad	van

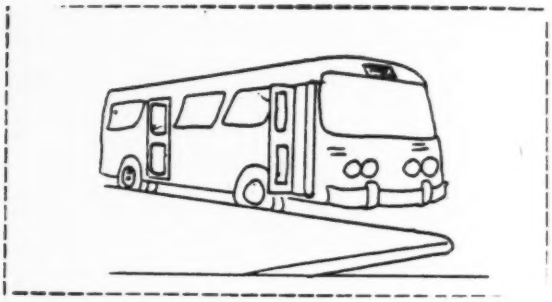
Write

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____

(Sounds Easy. Alemany Press, 1980.)

While phonics work focuses on sound symbol correspondence, the whole word approach works on whole word and sentence recognition. Here, students learn to:

- match words and pictures

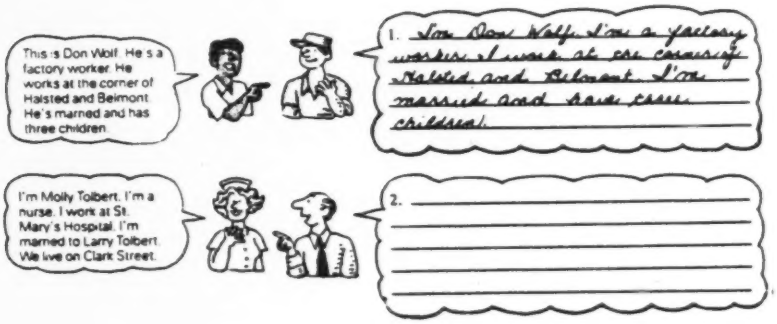


BUS

(A New Start. Heinman, 1982.)

- match synonyms and antonyms
- demonstrate actions from written cues
- rewrite sentences changing parts of speech and making necessary form changes

9 **Read the information about each person. Then change the subject of each sentence to *I*, *he*, or *she*.**


This is Don Wolf. He's a factory worker. He works at the corner of Halsted and Belmont. He's married and has three children.
1. I'm Don Wolf. I'm a factory worker. I work at the corner of Halsted and Belmont. I'm married and have three children.
I'm Molly Tolbert. I'm a nurse. I work at St. Mary's Hospital. I'm married to Larry Tolbert. We live on Clark Street.
2.

(Spectrum 1. Regents, 1982.)

- unscramble letters to words, words to sentences, phrases to several sentences.

5 **Put the words in order and make sentences. Then write the conversations under the correct pictures.**

Add capital letters and punctuation where necessary.

1. ● anita owens i'm hello
   ○ meet nice you to

2. ● mrs. harris you are
   ○ not i'm no

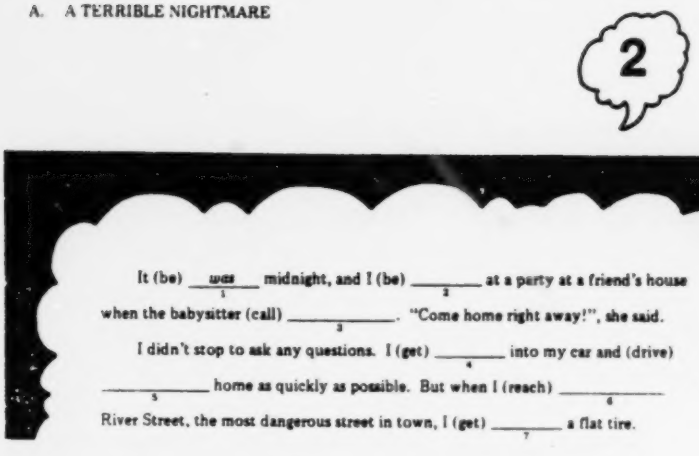
● _____
○ _____

● Hello I'm Anita Owens
○ Nice to meet you

(Spectrum 1. Regents, 1982.)

- fill in close exercises

A. A TERRIBLE NIGHTMARE


2
It (be) was (1) midnight, and I (be) _____ (2) at a party at a friend's house when the babysitter (call) _____ (3). "Come home right away!", she said. I didn't stop to ask any questions. I (get) _____ (4) into my car and (drive) _____ (5) home as quickly as possible. But when I (reach) _____ (6) River Street, the most dangerous street in town, I (get) _____ (7) a flat tire.

(Side By Side Activity Workbook 2A. Prentice-Hall, 1983.)

- answer literal comprehension questions
- answer questions involving text and real world knowledge know by the student (opinions, etc.)

All these skills needs not be learned nor taught in a specific order before basic reading and writing activities can begin. Normally, they will be mixed and matched depending on a student's level. Certain techniques (to be described) allow tutors to do this. One idea to keep in mind is the order of progression. Students read what they can understand and say and learn to write what they can read. Remember, too, that as in listening and speaking, reading skills will increase faster than writing, in other words, the reception stage will become more developed than the productive one.

(Literacy Volunteers of America, Inc. ESL Tutor Training Workshop. 1980.)

Reading Techniques

Students literate in Roman alphabet languages, Spanish, German, Italian among others, will have a much easier time making relationships between written vocabulary and structures and pronunciation in their language and those in English. Literates in non-Roman alphabet languages will understand the association between spoken and written words but need work on the new symbols, sounds and sequencing. Semi- and non-literates in any language, will have to start from scratch. As they learn to speak though, they should begin their exposure to written forms. Certain techniques allow them to do this.

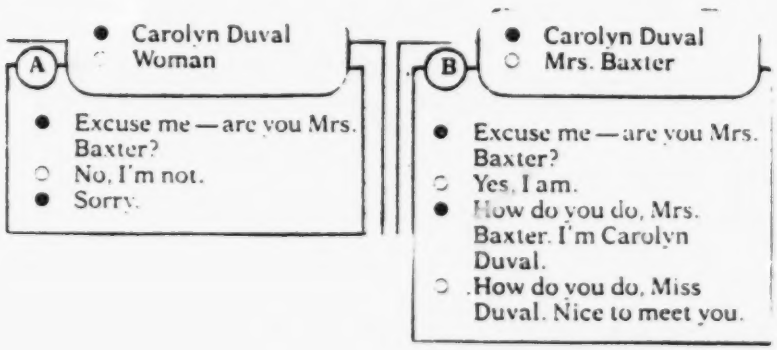
The Language Experience

The language experience approach is successfully used to teach reading to adult learners. Experience stories include anything from the telling of an personal experience, known songs, commenting on an interesting event, to retelling a news item. With beginning students having no literacy skills and notions and very limited speaking practice, their experience could include reciting a short, newly learned dialogue.

After inviting the student to talk, the tutor writes down the student's words as he listens leaving space between each line. Exactly what the student says should be written without worrying about grammar. At this time, the tutor reads the story as it was told, pointing to each individual words as he speaks. Grammar is quickly corrected and the story repeated, words pointed out. (The story should be kept as close to the student's version as possible. As long as vocabulary is appropriate and correct it should be left even if it is not the most natural or widely used form). The student and tutor can read the story or dialogue together until the student is able to read it alone (duet reading to be explained). From the student's story, two or three important words are selected to be learned as sight words (explained later). They may be the most difficult words, survival words, or even words from the sight word list. These are transferred on to individual index cards in the same script as the story. Each word is practiced and matched with its partner in the story. If the student can't remember the word, have him read his story again and try to discover it on his own.

Follow-up activities can be made from this same exercise, fitting into the previously discussed literacy enabling skills.

Suppose I've taught students to perform this series of conversation:


A
● Carolyn Duval
○ Woman
● Excuse me — are you Mrs. Baxter?
○ No, I'm not.
● Sorry.
B
● Carolyn Duval
○ Mrs. Baxter
● Excuse me — are you Mrs. Baxter?
○ Yes, I am.
● How do you do, Mrs. Baxter. I'm Carolyn Duval.
○ How do you do, Miss Duval. Nice to meet you.

(Spectrum 1. Regents, 1982.)

C

○ Let's see....Carolyn...
C-A-R-O-L-Y-N?
● Yes, that's right.
○ Could you spell your last name, please?
● D-U-V-A-L.
○ Sign here, please.

D

● Carolyn Duval
○ Mrs. Baxter
▲ Maggie Sloane

▲ Hello, Mrs. Baxter.
○ Oh, hello, Maggie. How are you?
▲ Good. How are you?
○ Fine, thanks.
▲ Hi. Are you my new neighbor?
● Yes, I am. My name's Carolyn Duval.
▲ I'm Maggie Sloane. I live upstairs.
● Nice to meet you, Maggie.
▲ Nice to meet you too, Carolyn.

For a language experience exercise, I may select dialogue C. Why? Because of word content for survival skills: name, right, last and sign and because it practices the alphabet.

Students could present the dialogue, using their own names and I would write it out following the procedures given.

For follow-up work, I could do the following:

- Teach the alphabet as I taught students to spell their names.
- Have students copy the dialogue using their own names.
- Teach sight words: name, last, sign.
- Have students find those words on an application form and fill in the information.
- Have students find "you, name, yes, Carolyn, Duval" in the other 3 dialogues and circle them.
- Write the words for 2 -3 sentences on separate cards (with capitals and punctuation intact) and have the students order them. SENTENCE DOMINOE.

you	last	Could	your	name

please?	spell

- Write each sentence on a separate strip card and have the students order them and identify what is spoken. STRIP PUZZLE.

Yes, that's right

Let's see...Carolyn...C - A - R - O - L - Y - N?

Sign there please.

D - U - V - A - L

Could you spell your last name please?

- Write the words all together removing end punctuation (and capitals?) and have students divide them and put punctuation back in.

  let'sseeCarolynCAROLYNyesthat'srightcouldyouspellyourlastnamepleaseDUVAL signhereplease

- Prepare a CLOZE EXERCISE with a word list to match.

please
that's
you
last
D-U-V-A-L

o Let's see... _____C - A - R - O - L - Y - N?
o Yes, _____right.
o Could _____spell your _____ name, please?
o _____
o Sign here, _____.

(A cloze exercise usually has every 5th or 7th word missing or specific structure or vocabulary being worked on.)

- Pick a sound to work on
  S - sign
  or a word pattern
  -ame
  name
  same
  fame
  game
  lame

- Compile a list of related words:
  names in English

- Pick sight words from the Fry list:
  you
  your
  could
  right
  see
  here
  spell

These types of exercises can be done at all levels to help reading. The content and difficulty of the language experience will depend on the students aural/oral level of English.

Duet Reading

Duet reading challenges a student to work above his reading level. With a teachers help, the student reads an article in which he doesn't know all the words. An ESL student will need to know most of them and be asked to guess at others. If he doesn't know the exact word, he can describe or define what he thinks may go, or use a dictionary. Picking an article that the student is interested in helps. Exercises of this type help the student recognize learned vocabulary, develop fluency, and build confidence.

The tutor and student read together, the tutor leading at normal speed, intonation, and following punctuation. The student reads along, keeping up with the tutor, dropping out at words he doesn't know. His hearing them will help reinforce the words. The tutor should move his finger across the page as he reads to help the student follow and practice reading eye movement from left to right.

No explanations or questions on content are necessary. Duet reading is an oral reading exercise but can lead to further discussion. Short stories, student language experience exercises, articles can be sources of material.

Sight Words

Students need to recognize not only words in sentences but also identify individual words such as bank, telephone, sale, and out of order for survival purposes. Exploit each lesson identifying vocabulary for the survival needs of students. Students can make a collection of index cards with these words on them (possibly with a picture) to study for sight recognition. The cards can be used later as cues in oral exercises.

Apart from survival words, lists of the most commonly written words in English are available. Looking at the list produced by Edward Fry, one can see that they correspond to much of the vocabulary presented to beginning language students. Fluency in reading can be enchanced if students learn to read these words in their context, as they learn to say them.

(See Basic Literacy Tutor Handbook from CFL for lists.)

Reading Comprehension

Teaching comprehension in reading is similar to that in listening comprehension. Many of the same types of exercises can be used, the difference being a written not spoken stimulus.

Basically a reading exercise can be set up in the same way as a listening one:
1). pre-reading activity (oral or written)
2). a reading task (oral or written)
3). a follow-up activity (discussion or written)

(See listening comprehension exercises for ideas pages 12-19).

Material sources are newspaper articles, want ads, advertisements, pamphlets and brochures from health centers or tourist offices, magazines, books (Easy Reader Series), any forms or applications, textbooks, and any other available writings tutors or students can think of. As in listening, long articles should be broken down into shorter segments. Comprehension questions and exercises can be easily made for any of these.

Although reading is the focus, combinations of other skills can be incorporated into reading activities. Discussions, students working together to decipher meaning or exercises where each student has only part of the information make lessons more interesting and let students practice communication skills and share knowledge.

Reading Strategies

When teaching, rules should not be burdensome. Strategies in small doses can be helpful to students. Working on multiple spellings of English sounds, vowel-consonant patterns determining pronunciation, basic word patterns for vocabulary building, grammar clues such as -ly, -ed, s, es, 's, prefixes and suffixes should be part of the lessons.

The Basic Literacy Tutor Handbook covers these basic aspects and can be used as a reference. (Note that language experience, duet readings, etc...are also explained and excellent examples are given for exercises with a newspaper).

Reading Activities

A few commonly used reading activities are described below:

Sentence Dominoe

- Especially good for word order with adjectives, adverbs and pronouns
- Helps students recognize parts of speech and provides clues (-ed endings, plurals, verbs, nouns, etc...) to them.

A sentence dominoe is a series of cards each with one word written on it, when, if put in order forms a sentence. Four sentences can be given at a time and students must put them together again. They will come up with other "good" sentences but they must try to use all the word cards. Again it is easiest if done on separate cards so they can rearrange them.

Strip Puzzles

- for listening and reading practice
- teaches logical order of ideas

Take any dialogue or story (not too long) and photocopy it. Enlarge it when possible. Cut the sequence into sentence strips and paste on paper. A dialogue can be divided into exchanges leaving off the name (or letter) of the speaker. Students must take the strips and put them into order. Especially with dialogues, clues in punctuation, question-answer sequences, fillers such as well, uh-huh, etc. are found. Help the students recognize these and use them to help in sequencing. A listening exercise can follow where students hear the sequence and check the order. It is easiest if the student has the story/dialogue in strips rather than listed on a paper. This way, he can manipulate the pieces and see the order. If short sequences are worked with, 2-3 dialogues may be mixed and pulled apart, then ordered.

This exercise can be done with any level even if the student doesn't know every word. It challenges him to think and use what he does know and guess. Short articles can be done in a similar way but dividing by paragraphs.

Students can put them together in pairs or groups forcing them to talk even if they only say, "No, not here!"

Variations can be done to include speaking skills. An article can be divided so that each student has one paragraph (or sentence). They must convey their information to the others - paraphrasing, summarizing , questioning and debating the order. The first paragraph (or various ones) can be given and students finish or complete the story in groups and compare them to the original or to the other students'.

Crossword puzzles make good vocabulary practice but the difficulty must be watched. Students can write their own and trade them with the other students. Crosswords can be done orally, too. One student has all the "down" words written in, the other has a copy with only the words "across". They must give the definition of their words orally to the other student and fill in the blanks in this way without looking at the other's sheet.

Cloze Tests

An article can be given with every 5th or 7th word blanked out. Students must then fill in with an appropriate choice of their own or from a vocabulary list given at the bottom. This can be done with listening or reading practice. Structures/verb forms/parts of speech being worked on could be blocked out also.

Jigsaw Puzzles

An article is randomly cut up in triangles, squares or combinations of shapes. They must be placed out of order on one sheet and photocopied. Students must decide their order by matching ideas, sentences, divided words, etc. It is difficult!

From Reading to Writing

Copying is an important step towards independance for illiterate beginners or speakers of languages with non-Roman alphabets. Any work can be copied as long as the student has learned what he is writing.

Games and activities can be devised to make the copying more real and meaningful. Three sample exercises are given below.

1:

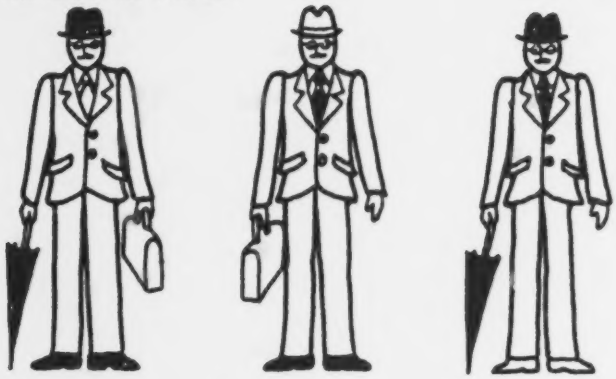
tea	glass	cat
bike	girl	daughter
dog	coffee	boy
white	three	blue
mother	frog	water
cup	car	plane
man	red	train
two	sister	four

1.	tea	coffee	water
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

(A Training Course in TEFL. Oxford Univ. Press 1983.)

What are their names?

2.



1 _____ 2 _____ 3 _____

Mr Smith is wearing a white shirt. His hat is black and his tie is white. He's carrying a black umbrella in his right hand. His shoes are black.

Mr Jones is wearing a white shirt. He's wearing glasses. His tie is black and he's carrying a bag. He isn't carrying an umbrella. His shoes are black.

Now write about Mr Thomas:

3.

1. Now ask your friends and write their answers.

Name:				
play the guitar				
speak French				
sail a boat				
ride a bike				
ride a horse				
swim				
make coffee				
make a cake				
draw very well				
play tennis				
play chess				

2. Now write some sentences about your friends in your exercise book.

(A Training Course in TEFL. Oxford Univ. Press, 1983.)

Using pictures and a selection of written sentences, students can copy the sentence which describes the picture correctly or if the sentences contain false information, correct them.

Substitution tables, written versions of oral substitution drills, can also be used and adapted in writing exercises.

Consider the following types of substitution table:

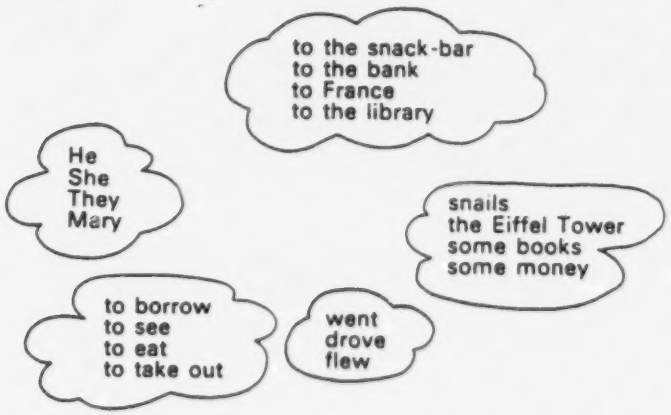
Type 1

He		school		Mondays.
She	goes to	work	on	Tuesdays.
Mary		the cinema		Wednesdays.
		the theatre		Thursdays.

Type 2

If	he	had some	money	he	light a cigarette.
	she		flour	she would	buy a car.
			matches		make a cake.

Type 3



(A Training Course in TEFL. Oxford Univ. Press, 1983.)

If substitution tables are over-used, the novelty will soon wear off, so it is as well to vary the way we use them in class. The following are just a few of the ways in which we can make substitution tables more challenging for our students.

1 One 'column' of the substitution table that is particularly easy can be missed out.
2 Certain words can be missed out.
3 Picture prompts can replace some of the words.
4 Writing from substitution tables can be turned into a game by giving students a certain time limit and seeing who can make the most sentences.
5 Interest can be increased by increasing student participation i.e. involving the students more. The whole class can help the teacher make up the substitution table.
6 The teacher can rub out sections of the table and get the students to make different but correct replacements.
7 The teacher can get the students to read the substitution table and then he can gradually erase parts of it. The teacher can erase only a small part of the table, half or nearly all of it, depending on the ability of the students.

(A Training Course in TEFL. Oxford Univ. Press, 1983.)

As students gain more experience, many more activities become available. It is important in writing activities as in speaking to go from controlled to free practice. Asking beginning students to produce too much too fast causes frustration. They need positive experiences.

Cloze exercises or open-ended dialogues in which one speaker's lines are missing are simple controlled activities. Short articles can be turned into dialogues or dialogues into story lines. Photographs are an excellent source for writing exercises and the picture compositions explained in the speaking section easily turn into writing practice. Prompts or cue words can be given for students to build stories such as the following:

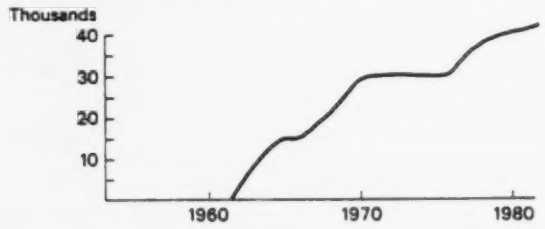
Once upon a time	there was	lived	wore	visited	carried

skipped etc.

Another interesting source for writing are graphs. These can be used to practice technical English as in the exercise that follows.

Look at the graph below and then read the text.

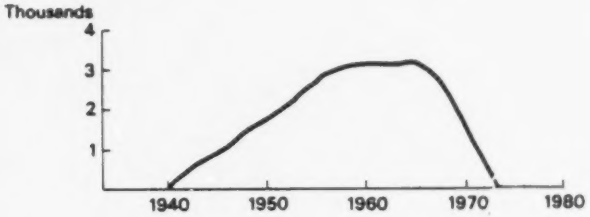
(a) *German Export of Pens to Britain*



Germany started to export pens to Britain in 1962. By 1970, the number of items exported yearly had risen to 30,000, but for the next five years this figure did not increase. In 1975, however, demand began to rise once more and the present figure stands at over 40,000 per annum.

Now write a paragraph about the export of televisions from the US to France, using graph (b). Use text (a) as a model.

(b) *US Export of Televisions to France*



(A Training Course in TEFL. Oxford Univ. Press, 1983.)

Writing letters is a fun way to motivate students to write especially if they are actually mailed. Postcards, personal letters, business letters, and even letters to the editor or Dear Abby are all valid activities, each with its own style.

Paraphrasing and summarizing skills needed at higher levels of education and possibly for certain jobs, make good comprehension exercises. Work-related writing can also be a strong focal point.

For students wanting formal composition, excellent ESL texts are available: The Writing Process, Cramer, Newbury House Publishers and Refining Composition Skills: Rhetoric and Grammar for ESL Students, Smalley and Hanks, McMillan Publishers.

They cover the process of developing and organizing ideas into compositions (Cramer) and practice in paragraph and essay styles needed for college (comparison/ contrast, narration, etc. - Smalley and Hanks). Difficult grammar areas for foreigners in writing are also covered.

When dealing with any student writing, the most important concern is with the student's development of ideas. It is more important that the student learn to express himself clearly in English (define a purpose, audience and a controlling idea, thesis in composition) than spell every word correctly, make no grammar mistakes, etc. The emphasis should first be on the student's ability to present ideas and lastly to correct grammar. An editing checklist is included with the most common grammar mistakes made by foreign students (p.).

Writing style in English will be very different for some foreigners to adapt to. The short, direct and to the point style typical of English is not a trait of other languages. This is important to remember when correcting students' work.

The Dictation

We all remember the days of dictations in elementary school. Foreigners used to formal teaching activities may expect this type of activity. Efforts can be taken to make dictations a little more fun and memorable. Here are some tips:

1. Don't use textbook scripts for dictation. Write your own, deciding what you want to reinforce. Think of what may be dictated in real life: a letter, messages, telegrams, instructions.

2. Don't try to trip the students up. Dictations are difficult. Keep them short to avoid breaking students' concentration.

3. Read at normal speed! Or let a student read!

4. Did you ever think of allowing students to ask for repetition? That's real life.

5. Give immediate feedback/correction.

With beginning students, after learning to ask for spellings, meanings of words, to speak slowly, and to repeat, dictations can be given where the student can stop the teacher at any time to get any of the above information or give the commands. Students gain a sense of control over the exercise and although they will still make mistakes, they benefit more from the activity. Don't be afraid to break the rules!

Reading/Writing Tips

- The Basic Literacy Handbook includes ideas for working on spelling, vocabulary building and ways to do free writing.

- Don't forget work on punctuation, syllables, and the use of a dictionary.

- Play SCRABBLE. Make students spell and define or describe words to get their points.

- A valid beginners exercise can include drawing horizontal lines across the page in the right direction _____ for proper sequencing.

  _____

  _____

- Teach printing before cursive. Insuring proper letter formation sequence and teaching relationship between letters helps form less awkward habits.

- Teachers writing should be clear and correct. Students will make an exact copy of their writing. You may be surprised at what you see.

- Teach recognition of words in context .

- Work on taking notes and symbols used.

EDITING CHECKLIST

Name: _____ Project: _____

Title of paper: _____ Date: _____

_____ 1. Lack of agreement between subject and verb
_____ 2. Lack of agreement between noun and antecedent
_____ 3. Omission of *-d* or *-ed* ending
_____ 4. Omission of some form of *be, do,* or *have*
_____ 5. Faulty pronoun reference
_____ 6. Tense shift
_____ 7. Wrong tense
_____ 8. Incorrect use of infinitive
_____ 9. Incorrect word order
_____ 10. Incorrect form of adjective
_____ 11. Incorrect use of *-ing* or *-ed* ending
_____ 12. Omission of *-ing*
_____ 13. Lack of possessive ending
_____ 14. Incorrect verb form
_____ 15. Double negative
_____ 16. Sentence fragment
_____ 17. Comma splice
_____ 18. Use of *although* or *because* with *but* or *so*
_____ 19. Lack of parallelism
_____ 20. Teacher-assigned item:

Teacher's comments: _____

_____

_____

Suggested item(s) to focus on next time: _____

(Cramer, The Writing Process. Cambridge: Newbury House, 1985.)

LESSON PLAN WORKSHEET

Student:_____ Date:_____

Objectives: function_____ Circle: L
situation(s)_____ S
structure_____ R
vocabulary_____ W

Materials:_____

STAGES	DESCRIPTION	SPEAKER	TIME
Warm-Up Review			
Presentation Mode			
Drills			
Free Practice (check)			
Culture Notes			
Pronunciation			
Homework:			

Evaluation:

9/88